

**THE EFFECT OF THE CLASS BLOG ON THE WRITING
SKILLS OF GRADE VIII STUDENTS AT SMP NEGERI 4
PAKEM IN THE ACADEMIC YEAR OF 2011/2012**

A Thesis

**Presented as Partial Fulfillment of the Requirement for the Attainment of the
Degree of *Sarjana Pendidikan* English Language Education**



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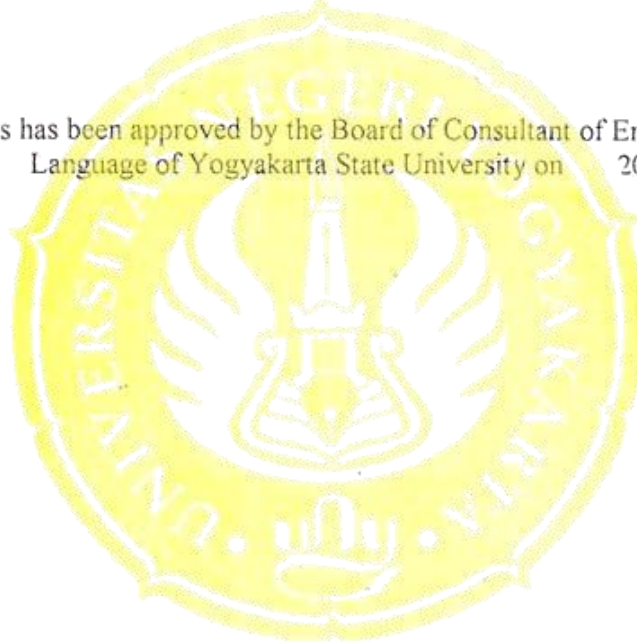
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ACADEMIC YEAR OF 2011/2012**

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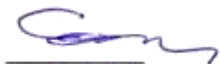

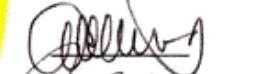

RATIFICATION

THE EFFECT OF THE CLASS BLOG ON THE WRITING SKILLS OF GRADE VIII STUDENTS AT SMP NEGERI 4 PAKEM IN THE ACADEMIC YEAR OF 2011/2012


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PERNYATAAN

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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Penulis,



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In the name of Allah, the most gracious and the most merciful, all praises and thanks are only dedicated to Allah SWT, who gives His blessing and help so that the writer can finish his thesis.

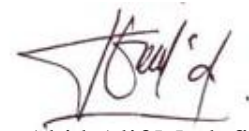
In the process of his study, he got support, contribution, and assistance from many people. Thus, there are honorable people that are important to the writer to whom he can only express his gratitude:

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The writer realizes that this thesis still has many mistakes and weaknesses. Therefore, he accepts every suggestion, criticism, and comment from the readers who are interested in this thesis. He hopes that this thesis gives contribution and be useful for the readers especially for those who are interested in the similar study.

Yogyakarta, May ,2012

Writer,

A handwritten signature in dark ink, appearing to read 'Abid Alif Mudafi', with a stylized flourish at the end.

Abid Alif Mudafi

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ABSTRACT

The objective of this research was to investigate whether there was a significant difference in the writing ability between the students who were taught with the class blog and those who were taught without it.

The research was carried out at SMP Negeri 4 Pakem in August 2011. It was a quasi-experimental study. The population was 120 first semester students of grade eighth. In this research, the sample was selected using the cluster random sampling technique. It consisted of VIIID (30 students) as the control class and VIIC (30 students) as the experimental class. The data were collected using the writing pre-test and post-test. The data were analyzed using the descriptive technique to find the means and the standard deviations and the inferential technique, i.e. ANCOVA, to test the hypothesis, employing the SPSS 18.0 for the windows program.

The results of the study show that the students who were taught with the class blog had better writing scores than those who were taught without the class blog. It is supported by the mean of the post-test of the experimental class which was higher than that of the control class ($34.63 > 32.23$). The use of the class blog is more effective than the technique used in the control class. It is supported by the result of the ANCOVA. It shows that the probability value was lower than the significance level of 5%, $0.007 < 0.05$. Finally, the research findings imply that the use of the class blog has a significant effect on the students' writing skills.

CHAPTER I INTRODUCTION

A. Background of the Problem

Related to English learning, there are four language skills including listening, speaking, reading, and writing which should be mastered by the students. Writing is one of the English language skills that should be taught integratedly, but it is regarded as the most difficult language skill to be learnt by the students. It is often perceived as the most difficult language skill since it requires a higher level of productive language control than the other skills.

In the English classes, the writing activities should help the students make a good writing. First, the writing activities help them use the language patterns. Second, the writing activities enable them to become fluent writers. Third, the writing activities help them write a good writing.

However, in the writing teaching and learning process, students sometimes find difficulties in expressing their ideas. Some writing classes do not let them express their ideas freely. They only do the guided activities, for example, filling in the blanks parts of a sentence or completing the texts as the only writing activities in the classroom. They do not really know what kind of texts they are learning in the classrooms. Moreover, the teachers do not give any feedback to their writing, so they cannot write fluently even a simple short text.

From the preliminary observation, the researcher found some problems in the writing teaching and learning process. The majority of the students disliked writing since it required them to work with a complex process which involved some linguistics components such as grammar, vocabulary, spelling and punctuation. The

fact showed that they felt confused to organize their knowledge about grammar, punctuation, spelling and vocabulary in a complete writing. They could not even write a good and comprehensive paragraph to express their ideas. From the preliminary interview, they had some difficulties to continue their writing because they lost their ideas in the middle of the writing activity. It means that they did not use the writing process (planning, drafting, editing) to organize their ideas.

The involvement of the students in the writing teaching and learning process was low. They did not join the course well, they had low concentration, they were passive and rarely responded to their teacher's questions. In fact, the teacher only focused on how they get some positive results in their tests. The score of their test did not guarantee that they had a good writing ability. There was only one question in the tests related to the writing ability.

To solve the problems above, this research tries to find an alternative solution to improve the result of the writing teaching at SMPN 4 Pakem. Some alternative techniques as well as media can be used in teaching writing. According to the previous studies, the results of using technology in English writing show positive results. In this case, CALL (computer assisted language learning) provides and supports many resources for writing activities through sharing media such as the web, blogs, and forums. In other words, one of the sharing media can be implemented in writing teaching process for the students and help them get better writing results.

The researcher is interested in investigating the effect of using the class blog on grade VIII students' writing of SMPN 4 Pakem.

B. Problem Identification

There are some influential factors that make writing difficult for the students. It is suggested by some experts that there are the internal and external factors related to the writing difficulties. The internal factors are related to the use of the vocabulary, punctuation, spelling, grammar and ideas organization. The students should demonstrate to show their ability in arranging words to sentences, sentences to paragraphs, and paragraphs to a text by combining the internal factors well.

The first problem is related to the use of the vocabulary. One of the students' difficulties is their limited English vocabulary mastery. It can be said as one of the reasons why their writing is low. As a result, they cannot arrange the vocabulary into good sentences, paragraphs and texts.

The use of the spelling becomes another difficulty because spelling and punctuation are sometimes different. In addition, the teachers said that they do not have enough willingness to check the spelling in the dictionary. Another issue that makes spelling difficult for them is the fact that not all varieties of English spell some words in some ways, for example, colour in the UK or color in the US.

Next, the use of the grammar becomes the students' difficulties in some aspects. They do not know how to use the right tense in the right text. They sometimes write the past experiences using the present tense. It happens because they rarely use English in their real life.

There are also some difficulties in the use of the punctuation. The students always focus on their grammar to deliver their messages in writing. However, the

do not pay an attention to their punctuation in writing. It results some errors in their sentences or paragraphs. On other words, the use of the punctuation in writing is also important to help them deliver their messages. The right punctuation in the right place helps them put their messages clearly in writing.

Organizing the ideas is another influential problem in writing because the students should make sure that the readers get the same message from their writing. In the classrooms, they may be interrupted by the limitation of the time to write a good writing. They do not have enough time organizing the ideas, making the first draft, revising the first draft, and writing the final draft. It means that they need a good preparation and enough time in their writing to deliver a clear message.

There are also some external factors related to the writing classes. One of them is the use of media for language learning. In fact, the teachers do not consider media as an important thing in their teaching. They only use the printed media as the only media in the writing classes. The teachers should choose the appropriate media in the writing classes that can be helpful for learning.

There are so many materials to be used in the writing teaching process. The material in the teaching writing process should help the students learn the language authentically. The input text is the role model before they write their own writing. However, the texts that are used in the school do not meet their needs based on their background knowledge.

The teachers should facilitate the students to express their ideas into written texts using interactive techniques. Some interesting and interactive

activities can stimulate them to write in a good condition. The use of various resources in the writing teaching process also determines their writing ability because they learn how the writers compose their writing. However, the teachers do not help them in their writing using interactive activities. The fact shows that they learn writing from the printed texts in the classroom and listen to her explanation.

The teachers tend to teach monotonously in the classrooms. They do not play different roles in the writing teaching process. In fact, the teachers' roles can facilitate the students in their learning. They should be an evaluator to give the right feedback in the writing teaching process to improve the students' writing. They can also be the motivator who can motivate the students to write better in the next meeting. It means that the teachers' roles play an important part to improve the students' writing.

The students take an important role in the classrooms because they are the core of the learning. They should get involved actively in the classrooms to get the main point of the learning. In the writing teaching process, the information about their characteristics and background knowledge is important information. The reason is the teachers can determine their learning styles by using the information mentioned before.

Regarding the problems with the technique and media, the class blogs are needed in the process of teaching writing so the students can directly know the actual uses of the materials in the real life.

C. Problem Delimitation

This study is limited to the writing teaching process in the grade eighth students in the first semester at SMPN 4 Pakem using the class blog for the writing teaching. The researcher focuses the attention on the students' writing skills through the class blog. Based on the School Based Curriculum for the eighth grade students of the first semester of the English subject, the texts used in this research are descriptive and recount.

D. Problem Formulation

In this section, the problem can be formulated into the following question: "Is there a significant difference in the writing ability between the students who are taught with the class blog and those who are taught without the class blog?"

E. The Objective of the Study

In line with the problem formulation above, the objective of the study is to find out whether there is a significant difference in the students' writing ability between the students who are taught with class blog and those who are taught without the class blog.

F. Significance of the Study

This study has three significances as follows:

1. Theoretical Significance

The findings of this research can verify the validity of theories that a class blog can be used to improve the students' writing ability.

2. Practical Significance

The result of this research can provide the teachers with the information to which techniques are fun and more interesting to be used in the writing activities.

3. Methodological Significance

The procedure and the outcome of the research can inspire other researchers to do research concerning the similar themes.

CHAPTER II LITERATURE REVIEW

This chapter reviews some related theoretical studies upon which the hypothesis of this study has been built. The discussion in this chapter is divided into three main parts: theoretical description, conceptual framework and hypothesis.

A. Theoretical Description

This sub-chapter discusses some relevant theories related to the study. They are divided into discussions about writing skills, the effective technique in teaching writing, the weblogs, the blogs for the language learning, the blogs for the writing, the conventional technique and the characteristics of effective conventional techniques.

1. The Nature of Writing

Spratt, Williams and Pulverness (2005: 26) state that writing involves the ability to combine the letters, words, phrases, sentences, paragraphs and texts to communicate a message. It means that the focus of writing itself is on the ability to communicate a message using the written form. The writers should know the good way to deliver their message. For example, the message in the advertising cannot be delivered using a lot of sentences; the signs only need few words to deliver the message. In addition, the writers should deliver the message in their reports using a good arrangement in their texts.

There are some ways to help the writers to produce a good writing. Brown (2001: 335) states that writing requires specialized skill that does not develop naturally; writing products are the result of thinking, drafting and revising. It can be said that writing is a long process to produce a written product. It has one or more steps to make a good writing in the continuous activity. The writers need to think, to plan, to use a good grammar and a good idea. The writers need more practice to produce the better writing.

In addition, Nunan (2003: 88) defines writing as the process of thinking the ideas, thinking how to arrange the ideas into the statements and paragraphs and arranging the statements and paragraphs into a good form. It indicates that the writers compose their writing by combining the vocabulary, the spelling, grammar, words, phrases, and sentences through several stages. The ideas have to be stated clearly in the texts using the different media because writing is also an act to communicate with the readers.

Writing is a complex process because the writers need to make the clear statements or paragraphs then focus on the mechanics of writing (Lyons and Heasley, 2000:91). It means that they compose a good writing through several stages in the process. The writers should find the ideas in their writing first to write a good composition in their phrases, sentences and paragraphs. It is very important in their writing because writing needs an idea which they like a lot. When they write what they like, they may try to make a good writing. In the next stage, they should focus on the grammar pattern, the correct spelling and

punctuation and the vocabulary. Consequently, writing is frequently accepted as the last skill acquired in a language.

Furthermore, Brookes and Grundy (2000: 3) state that the purposes of writing for each person are different. However, the main purpose of writing is to deliver a message through the writing product to the readers. In line with the statement, Hyland (2003: 23) mentions the purposes of writing as follows:

a. To express the writer's feeling

The writer wants to express his feeling and thought through the written forms, as in a diary or a love letter. It is what is so called as the expressive writing.

b. To entertain the readers

The writers intend to entertain the readers through the written forms and they usually use the authentic materials. It is called as the literary writing.

c. To inform the readers

It is used to give information or explain something to the readers. It is a kind of informative writing.

d. To persuade the readers

The writers want to persuade or convince the readers about their opinions or concepts or ideas. It is called as the persuasive writing.

On a personal level, the writers use their writing to make a note of something, for example, the shopping lists and diaries. They also used to keep the record of things to be remembered. Their writing is also used to send the

messages in the forms of letters, memos, and many kinds of writing to deliver the messages from one to the others.

Based on the explanation above, it can be inferred that writing is a process to produce a good written product. Writing is never a one-step action such as thinking, planning, drafting, checking and writing. It means that writing involves mastering the mechanics, obeying the punctuation and spelling rules, organizing grammatically correct sentences, organizing content at the level of paragraphs and texts. Writing also involves an act to communicate a message using the combination of those abilities. The writers should write a good and comprehensive text which has a clear message. Consequently, they should know well every stage in the writing process.

2. The Micro-Skills of Writing

There are some micro skills involved in writing. Brown (2001:343) states that the writers need to take into account the following issues:

- a. Follow conventions of spelling, punctuation and capitalization.
- b. Use an acceptable core vocabulary and appropriate word order.
- c. Use acceptable grammatical systems (i.e. tense, agreement), patterns and rules.
- d. Express a particular meaning in different grammatical forms, with a variety of sentence structures.
- e. Use cohesive devices in written discourse.
- f. Use the rhetorical forms and conventions of written discourse.

In short, the writers need to develop some micro skills in their writing. They should practice to produce a good writing which has a good grammar, punctuation, vocabulary, spelling and organization of the ideas.

3. The Teaching of Writing

In writing, a writer uses certain conventions of variables of linguistics aspects that consist of word, spelling, sentence structure and punctuation in order to demonstrate the knowledge and express the ideas, thoughts, opinions, and feelings in the written form so that other people can understand. There are some different approaches to teach the writing skills. The teachers should choose to focus on the purpose of teaching writing in the school. They may focus more on the writing process than its writing or they want the students to study the different writing genres.

a. Writing and Process

Seow in Gao (2007:290) states that the term writing process is the approach in teaching writing using several stages to compose a good writing. It means that the idea behind this methodology lies on construct-process oriented writing instructions that will affect the performances. The students learn how to construct a good writing in four stages using the guidance from the teachers. The classrooms activity incorporates four basic writing stages- planning, drafting (writing), revising (redrafting), editing- and three other stages externally imposed on the students by the teachers namely responding, evaluating, and post-writing.

The activity focuses on how the students think the ideas, compose the ideas to the drafts, and revise the drafts into a good text.

Meanwhile, according to Sundem (2007:41), the writing process represents an approach which consists of organizing the ideas, writing the texts, revising the writing and formatting the writing for the publication. It means that the writing process helps the students to learn in each part of the stages. The students memorize the essential knowledge of each stage in writing. Each stage involves certain kinds of tasks that they have to do in order to construct a good piece of work. They write the communicative text based on the development of the writing process.

In addition, Harmer (2004:4) states that writing process is an interrelated set of stages which include planning, drafting, editing and final version.

1) Planning

The students organize the ideas that they have generated in the planning stage. The most efficient way to help the students in this stage is to make an outline. An outline helps the students to arrange the points and the sub-points in order in which they plan their ideas for the writing. The form of the outline can be simple or detailed. In order to make a good writing, the students who want to change their ideas may reshape the plans which have prepared in their outlines. It happens in the writing process if they feel better with the new ideas.

2) Drafting

The first attempt after the teacher helps the students to gather the ideas is drafting. In this stage, they write something based on the plans in an outline. The focus of this stage is the fluency of the writing and is not preoccupied with the grammatical accuracy. This is the influential stage to choose the organization and language to be used in their writing.

3) Editing

The students are prepared into the final draft for the evaluation by the teachers in this stage. They re-check their writing to ensure there are no errors when the teachers evaluate their writing. The teachers should help them to edit their own draft. They will not succeed outside the class unless they can learn how to reduce their own errors. The linguistic errors may frustrate the readers and make the negative comments to their writing in that no matter how interesting and original their ideas. It is also the reason why editing stage is very important.

In short, editing and revising share some different aspects of the students' writing; the common purpose is to improve the students' writing. The teachers help them to learn the main point of the foreign language writing in editing stage.

4) Final Version

The students learn how to edit their draft and they compose the final version of their writing in this stage. They have some differences in their original writing and final version because the writing has changed in the

editing process. The final version means that the students ready to let the readers to read their writing.

There is only one disadvantage of getting the students to concentrate on the writing process. Harmer (2001:258) states that the writing process needs a lot of time in completing the process. The writing process is not appropriate to use in the classrooms' time. It is limited or the teachers want the students to write quickly as the instructions for the next materials.

From the theories above, it can be summarized that the writing process gives an experience to the students to feel the orderly teaching of the process skills. They are stimulated in every stages of the process using integrated activity. The stimulus can activate their performance in writing. They will know how to react if they get a writing task in the future. The ideas also guarantee their writing may be good because their writing goes through several stages.

b. Writing and Genre

The second approach is called as writing and genre. The students study and learn the texts from the teachers before they write their own writing (Harmer, 2001:258). It is one of the approaches which is the most famous in the teacher community of the EFL country. They write their own ideas after they get the writing genre from the teachers' explanation.

Since the students learn to control the oral registers; they also have the capability to write in the different ways using different purposes. In this methodology, the writing teaching process employs the students' background

knowledge together with their writing abilities. They write their texts based on the setting of their studies, the purpose of their texts and the moral value for the settings. It is also stated by Zeng (2005:290) that the teaching writing should help they write with the different purposes, different contexts and different settings in their writing.

From the theories above, it can be summarized that writing and genre helps the students write effectively based on their background knowledge and the genre of the texts. The focuses are the language itself, the language feature of the texts and the context of the texts where it is used.

4. Characteristics of the Effective Techniques for Teaching Writing

There are many principles to meet the effective criteria for the writing teaching process. Brown (2001:346) suggests some principles in building the interactive writing techniques for the classroom:

- a. The technique should help the students to be a good writer. The teaching and learning process demonstrates several stages in composing a good writing.
- b. The technique should be balance in the product and process. The students know the worth of the efforts in the single stage and the final product must have a clear message.
- c. The teacher's task is to make the connections between the students' background knowledge and the technique in teaching. The technique may not assume that they have the same background knowledge in English.

- d. The technique should incorporate between the reading and writing skills. The written text in reading is a role model for the students to write their own writing.
- e. The technique has to inform an authentic language and the role model of the texts. It is useful to improve the students' fluency in writing.
- f. The writing technique should integrate three stages to experience the students become a good writer. They are pre-writing, drafting, and revising stages. The teacher may use the supportive media for all stages to teach the students how create a good writing.
- g. The interactive technique is one of the effective techniques in writing teaching process. The examples are the group collaboration, brainstorming, and critiquing. The internet resources also can be used as one of the interactive techniques. It helps the students keep discussing their writing even after the class ends.
- h. The technique should enable the teacher to play different roles in the error corrections. Since it is the written texts, the teachers have to play as a guide or facilitator in commenting the students' writing. That is one example why the writing teaching process needs media to place their comments or feedback.
- i. The technique should have a clear instruction on the rhetorical discourse. A reading approach is very helpful to demonstrate every part of the rhetorical discourse.

Briefly, the effective techniques depend on the purpose of the writing. However, the activity should incorporate the students to become a good writer. A

good writer are people who practice as much as they can, can write for different context, have a good accuracy in their writing and capable to receive the feedback from the readers.

5. Teaching Writing at SMP

The junior high school students are expected to reach the functional level in the English subject (*Permendiknas No.22, 2006:123*). In this case, they are expected to be able to communicate or participate in their creation of the English texts in spoken and written forms in their daily life. In short, at junior high school level, the students are expected to learn English daily expressions.

The purpose of teaching writing for junior high school students is to develop communicative competence in the written forms to achieve the literacy level which can be realized through the integrated teaching. They are expected to be able to create many kinds of the functional texts and monologs in the forms of procedure, descriptive, recount, narrative and report (*Permendiknas No.22, 2006:124*). Based on the explanation above, the purpose of the teaching writing at SMPN 4 Pakem is to develop the writing skills in creating many kinds of the functional texts.

In the writing, the activities done use various writing activities from the teacher based on the course book. She selects the materials and techniques which are appropriate to the students' level. However, they do not come to their potential ability in writing. It means that they need an alternative way in learning writing to improve their writing skills.

In the first semester of grade VIII students, they do some activities such as writing an invitation, announcement and short message based on the teacher's instructions. Next, they also complete some blank parts in the descriptive or recount texts based on her instructions. They write the descriptive and personal recount texts based on the topic given by her.

In other words, descriptive, recount and some functional texts are taught in the English writing at SMPN 4 Pakem. However, the activities in the control class do not give a chance to the students to learn the language in the real use of the language. They write down based on the teacher's explanation and they will receive the result of their writing later. They do not make any corrections based on her comments. There is also less creativity to organize the materials used in the class.

6. Definition of Blog

According to Soares (2005:518), a weblog, also called a blog, is a website service that allows the users to publish something without any knowledge of HTML programming and it can be created and updateable easily. Anybody with access to the Internet can make it using the free or prepaid service. The services include a guide to make the first posting, the background of the blog and the comment form of the blog. The blog also can be hyperlinked to the other blogs, so the people can read the blog.

The other function of the blog is a chance to communicate with the reader of the blogs. The blog facilitates the users to edit the content in advance and to create the group discussions. There are a lot of topics may be discussed in the discussions. They can decide the topic or based on the request from the readers. In line with the statement, Pinkman (2005:14) states that the blogs are media where they can interact with one to another.

In addition, Cheung (2005:235) states that a weblog is the accessible media that allows the users to share with the readers, invite the feedback and make the conversations. It means that the purpose of making blog is to share the writing and the content in the blog to the readers. After they finished filling the blog's content, they may hope the comments from the readers. In advanced users, the discussion will be created in the blog to inform the daily updates of the blog. The simplest discussion group can be created using the comment form in the blog. The readers can comment instantly in the specific topic and they also reply instantly to the readers.

In short, a weblog or known as a blog is the service from the corporation to help people interact in the internet using their writing. It is so simple to update and easy to manage. It also helps people to interact with the others as long as they have the internet service. The interaction can be formed using the comment form as the simplest discussion group or in advance, the discussion may be provided in another function of the blog.

7. Blog and Language Learning

The application of the blogs has become very popular in the language learning. However, the teachers should be capable to do the integral process such as focus on providing the authentic language and content and developing the student's ability in critical thinking for learning language (Egbert, 2006:216). It means that the blog requires the ability to be familiar with the application in itself for the language learning. The teacher should have the abilities to place the right tasks for the students to develop the language abilities.

The students can use the blogs as one of the electronic portfolios which shows the development of the students in a period of time. It is the example of the applications in the language learning. By publishing the blog online, they have the possibility of writing for the readers beyond the classmates. The readers can comment in turn on what they have read. The blog's entries are made by typing directly into the internet and with the click of a button are instantly published on the internet.

In terms of the authorship, Campbell (2003:18) presents three different types of the blog that fit pedagogical purposes:

a. The Tutor Blog

The tutor blog can perform three functions. First, as a space where the students and parents find information about the course syllabus, homework assignments, assessments and due dates (Stanley, 2005:23 ; McDowell, 2004:85). Second, it is as a portal which explores the available resources from the internet

in a guided manner for the students. For example, the teacher searches the sites and decides the suitable texts and exercises for them. Next, these materials are hyperlinked to the blog's entries. This is an advantage for learning the language even after class ends.

Moreover, according to Campbell (2003:15), the permanent links can be set-up as the resources for the students for example the links to the online quizzes, set of the vocabulary quiz to check the vocabulary understanding and English for the foreign language interactive sites. It means that the blog can provide the students a personal library to develop their language ability. In other hand, it also develops their autonomy.

The third possibility is to use this blog to give feedback in the blog entries. The teacher can provide a task that gives an instruction to the students to share their point of view about some issues. The blog entries will be a discussion board for them and the readers using a specific topic. The teacher may wish to provide the students with a learning experience while doing so.

Briefly, this blog gives the students extra opportunities to be in touch with the casual and natural writing styles. It also helps them to establish a stronger affective bond with the teacher since the blog runs by the teacher. However, it usually restricts the students to write the comments on the subject posted by the teachers. Therefore, if the reason for having a blog is to help the students find the information to learn language easily, the tutor blog is a good option.

b. The Learner Blog

According to Campbell (2003:19), the learner blog can be described as an online journal that an individual can continuously update with his or her own words, ideas, and thoughts. This blog gives the real writing and reading activities for the students. They can frequently post their writing and give the comments in their friend's blog. Moreover, they have the stronger reasons to write a good writing because the students have the real readers for their writing.

According to Stanley (2005:61), the students are usually more concerned about getting things right and usually understand the value of rewriting their texts. It means they can learn how to be a good writer and learn the language authentically. It also can be evaluated because the archive in the blog can be seen as a set of the development documents.

Bartlett-Bragg (2003:8) states that the content becomes the sole responsibility of the author. It means that the students feel free to get the writing practices about some issues that interest them in the learner blog. They also develop a sense of ownership to be responsible to the blog's content. It means that they are responsible to the content of their writing and engage their readers to the blog.

It can be inferred that the learner blog develops the students' abilities in reading and writing. They post their blog entries and give feedback in their friend's blog. It is the reason to develop a good entry or writing in their blog since they have the real readers. They have to be responsible to their own writing and the content of the blog.

c. The Class Blog

The class blog is a community between the students of the class, the students to the teachers (Stanley, 2005:79). It means that the students should be involved actively and as well as responding to their writing. It is also a best suited form for learning writing using the discussion forums and reflection media.

The class blog can be done at home collaboratively with the teacher or in the computer room. The students do and finish the tasks based on the instructions in the class blog related with the language learning. It is shown in the example as the discussion board for the teachers and the students. They discuss a particular theme in a period of time. The students who cannot join the discussions leave a comment there and will be marked as a red student.

The class blog also gives a facility to include the videos, images, messages in the students' writing based on the topic discussions for their homework. In addition, the class blog can be used as a project-based language teaching (Campbell, 2003:15). Moreover, the students and the teachers can work together to produce and edit the texts collaboratively, since all the members of the class blog are given permission to write and manage the posts. That is, anyone can comment to the posts published by anyone else in the group.

The class blog gives a chance for peer correction and feedback, which are highly important in the development of the critical reading and writing skills. The greatest advantage using the class blog is the interaction between several groups in the internet. It is a useful sharing for the culture, the real use of the language,

the thoughts, and the ideas. The learning experience becomes fun and concrete as it involves an authentic use of the target language for the real communication.

From the theories above, the class blog can be used in the language learning for the writing and reading. It can be set up as a space for the discussion boards, peer correction and feedback. It also can be hyperlinked with the several groups to build an interaction with the others in the internet. It can be the useful resources for the real language learning, the cultural sharing, the ideas, and thoughts sharing.

8. Design of Blog Writing

The use of the class blog can help the students write their own writing well. There are two requirements to be fulfilled before starting the use of the class blog in writing. First, the teacher can obtain a computer lab with the internet access and each student will have a computer to use. Secondly, the students have limited or no HTML experience and no access to the internet server spaces.

This research will use the class blog as a technique in the writing activities. Johnson (2003:73) states there are several requirements to create the class blog for writing:

- a. The class blog can be created as many as possible using the free service.
- b. The students are the contributors for the blog and the teachers are the administrator of the blog.

- c. The students should have an individual blog to update the assignments. The visibility of the blogs is between the teacher and the students. The teachers can add the comment; however, the students cannot edit the comment.
- d. The blogging services must have a large server space on the internet.

From the explanation above, the students are not capable in editing the comments of the blogs because the privilege of the teachers. In addition, the function of posting in the blogs will be still activated using the HTML code to make sure the students still capable using the revising tool in the blogs. The function of the blogs classify into two parts which first one deals with the materials from the teachers and second one deals with the group postings.

9. The Conventional Technique

Hussain (2005:2) states that the conventional technique should involve the determined concentration and frequent repetition. It means that it give the priority to grammatical competence as the basis of language proficiency. The teachers focus on how the students get the repetitive practices and drilling. They often use the two famous approaches to teach grammar. There are the deductive and inductive. In a deductive one, the students are listened to the explanation about the grammar rules and then they are given the opportunity to do their own practices. While, an inductive approach gives the students the sentences including the grammar rules and then they are done the practices.

Richards (2006:6) mentions that the techniques which are often employed included the memorization of dialog, the question-and-answer practice, the

substitution drills, and the various forms of guided speaking and writing practice. It means that they give a lot of opportunities for the teachers to expose the students to the accurate grammar or pronunciation. In this case, the teachers pay a great attention to the accurate grammar or pronunciation in the learning language. The exposure of them should be done from the beginning because the students' errors quickly become a permanent part of their speech.

There have been some conventional language learning techniques that have been used for many years. Harmer (2001:31) mentions that they are the Grammar-translation, Audio-liangualism, Direct Method, Presentation-Practice-Production and Task-Based Learning. The PPP structure is widely used in the language teaching materials and continues in the modified forms to be used today. They are three steps to be done in this structure. In the introductory phase, the students are presented a new material or the new teaching points. The students practice a new material using the content by the teachers in the second phase. The third phase is a free practice for them in a free context.

However, the PPP structure does not help much in the students' writing at SMP Negeri 4 Pakem. The question-and-answer practice confuses them how to write even a simple short text. They never get feedback in their writing and only do a guided task by the teacher. Arranging the jumbled words or filling the blank parts of sentence are the example of their practice. The students practice too much in the use of accurate grammar for their writing. They have some difficulties to produce their own writing because writing is a complex process included the use

of grammar, punctuation, spelling and vocabulary. Organizing the ideas is also an important thing to produce a good text.

10. Characteristics of the Effective Conventional Techniques

There are many principles to meet the effective criteria for the writing teaching process. Richards (2006:8) suggests some principles in building the conventional writing techniques for the classroom:

- a. The technique should set the clear goals for the students and make sure they understand these goals.
- b. The technique should present a sequence of well organized assignments.
- c. The technique gives the students clear, concise explanations and illustrations of the subject matter.
- d. The technique gives a lot opportunity for the teachers to ask the frequent questions. It is a good way to check the students' understanding.
- e. The technique gives the students the frequent opportunities to practice what they have learned.

In short, the conventional technique should give an opportunity to create a question-and-answer practice. The focus of the technique is to help the students using the accurate grammar in their writing. They practice the new grammar in a

guided task from the teachers. It means that the students are qualified as a good writer if they have done well their practices.

11. Relevant Research Studies

Johnson (2003:41) mentions that the use of a blog in the course for English teaching gives the advantages for the teachers and the students. By utilizing the free blogging services on the internet, the teachers are capable of creating and storing the online supplemental materials for the students. The teachers can also post the class notes for the students' review and give the general feedback to the class as a whole and individually. Additionally, the students are able to submit the assignments online. The conclusion is that the utilization of both classes and students' blogs can effectively maximize their access to the class materials and exposure to the teachers' feedback.

Pinkman (2005:12) states that the author incorporated a blog project into an integrated-skills foreign language class in a Japanese university. This project was an out-of-class project aimed at motivating the students to take the advantage of the authentic environment outside the classroom. It also helps them in order to practice the language skills and communicate with the others. The conclusion is that the project helped to improve the reading and writing skills.

Kuo (2008:297) states that the online writing systems featuring the learning supports help the non-native students during their writing process. The central premise is that in the online writing situation, they are in the great need of the writing aids. The proposed system provides a friendly and supportive writing

environment. It consists of three main parts: writing practice, peer review, and e-portfolio. The conclusion is that the online learning environment provides a good support and can be really beneficial to the students in terms of the enhanced input and abundant learning resources and aids.

B. Conceptual Framework

Writing which is involved grammar, punctuation, vocabulary and spelling raises the problems for the students. The majority of them feel confused to organize those aspects in order to write a good writing. The reason is they do not only generate the ideas in their writing but also they compose those aspects into their writing to deliver the ideas.

However, the ability can be learnt through the several stages to produce a good writing. In the writing process, the students express their ideas into the written forms. The written forms deal with the form of words, phrases, clauses, and sentences. The students should arrange them using their ideas to make sure their writing can be read clearly. It is also to make sure that their ideas can be understood. Finally, the writing product comes from the final draft.

In the writing process, the students also learn the micro skills of the writing. For example, they learn to compose their writing based on the purpose and genre of their writing in the planning stage. They also learn how to arrange the paragraphs into a good arrangement in the drafting stage. In addition, they learn to use a good tense and agreement in the editing stage.

In short, the teacher can help the students to be a good writer through the appropriate techniques and media. The teacher has to use the appropriate technique and media which give them a lot of practices. They should have a great chance in the classrooms to discover how the other writers write their writing. Moreover, the techniques and media should help them learn the writing process.

Since writing is a part of language skills, it means that the better result comes from the practices. There is an alternative way to help the students in their practices. The class blog can be used as one of the alternative ways and there are some advantages. Using the class blog as the learning technique for the writing can help them develop their critical thinking. The class blog also helps them to understand how the ideas can be discovered in the writing process.

Another function of the class blog is to develop the students' fluency in writing. The fluency comes from the frequency of the practices in writing the texts. The class blog creates a room for the peer corrections and feedback. It means that it has the powerful effects in the development of the fluency. It also makes them to have the interactions with the readers using the internet. The learning experiences become more fun and concrete as it involves authentic language. Their understanding can be checked using their writing in the class blog. If the use of the text types cannot be understood, it may be explained further to them.

Since the fun and concrete situation using the class blog, the students are more interested in the learning process. The use of class blog as the media and through the appropriate techniques in writing teaching process can help them to

improve their writing ability. The writing ability can be seen using their writing in the class blog to check their understanding.

In conclusion, there is a relationship between the use of the class blog in improving the students' writing ability.

C. Hypothesis

There is a significant difference on the students' writing ability between the students who are taught with the class blog and those who are taught without the class blog.

CHAPTER III RESEARCH METHODS

This chapter presents some issues related to the research method. It is divided into five parts. They are the research design, research variables, the population and sample of the research, the research instruments and the data analysis technique. Each of them is presented in the following discussion.

A. Research Design

This research is quantitative research. It can be classified into a quasi-experimental study. The experimental study is the best way to establish cause-and-effect relationship among variables (Fraenkel and Wallen, 2008). It means that the experimental study tries to investigate the influence of one or more variables to the other variables. The researcher uses treatment to manipulate the independent variable. The design used is an intact pretest – posttest design that involves a group of the students who belong to the experimental group and the ones belong to the control group. In this study, the treatment was applying the class blog as the learning technique in the teaching and learning process.

Table 1: Design of the Research

The Experimental Group	Pre-test	The Class Blog	Post-test
The Control Group	Pre-test	The Conventional Technique	Post-test

(Creswell, 2008)

B. Research Variables

There were two variables. They were the independent and dependent variables. The independent variable in this study was the use of the learning techniques. The dependent variable was the students' writing ability which can be seen from their writing scores.

C. Population and Sample of the Research

The population on this study was grade VIII of SMP Negeri 4 Pakem in the first semester in the academic year of 2011-2012. There were four classes for the grade VIII. Each class consisted of thirty students so the total number of the students amounted to 120 students. The following table shows the population of this study.

Table 2: The Distribution of the Population

No.	Class Classification (Group)	Number of the Students
1.	A	30 students
2.	B	30 students
3.	C	30 students
4.	D	30 students

In this study, two classes were selected using the cluster random sampling technique from the population. The steps of the random assignment were: writing the names of the groups on pieces of paper, putting them into a bottle, shaking the bottle and taking two pieces of paper from the bottle. The first paper from the bottle was the experimental group. The random assignment resulted VIIC as the experimental group and VIID as the control group. Here is the distribution of the treatment in the research.

Table 3: The Distribution of the Sample

No	Class	Quantity
1.	C (Experimental Class)	30
2.	D (Control Classs)	30
Total		60

D. Research Instrument

1. Instrument of the Research

In this research, the writing test was used as the instrument to collect the data. It focused on descriptive and recount texts. Two tests were used to find the students' writing scores. The pre-test was given before the treatment and the post-test was given after the treatment. The test was constructed based on the School Based Curriculum of SMPN 4 Pakem of Grade VIII of first semester of the English subject. In constructing the test, the researcher also took from the internet and the English book used by the teacher (Excellent! 3 Activity Book). The test was in the form of essays and consists of two numbers.

2. Validity of the Instrument

Content validity refers to the degree to which the test actually measures, or is especially related to the drafts for which it was designed. Cohen (2005:109) refers the extent to which a test measures a representative sample of the subject matter content. In this research used the content validity. It means that the test was developed based on the standard competence and basic competence of School Based Curriculum of SMPN 4 Pakem of Grade VIII for the first semester of the

English subject. The standard competence is “expressing the meaning of short functional text and simple short essay in the form of descriptive, exposition, and recount texts to interact in surrounding environment and academic context”.

Table 4: Blueprint of Writing Test Ability

No	Basic Competence	Indicators	Aspects	The Item Number
1.	Expressing the meaning and the rhetoric stages of the simple short essays in the form of <i>descriptive</i> , exposition and recount texts accurately, fluently to interact with surrounding environment and academic context.	The students are able to describe people, things or places correctly.	Content Vocabulary Spelling Punctuation Grammar	1
2.	Expressing the meaning and the rhetoric stages of the simple short essays in the form of descriptive, exposition and <i>recount</i> texts accurately, fluently to interact with surrounding environment and academic context.	The students are able to write down personal recount correctly.	Content Vocabulary Spelling Punctuation Grammar	2
Total				2

3. Reliability of the Instrument

A test is reliable if the test has similar result when it is carried out to a similar group respondent at different time (Cohen, 2005:117). In this study, the researcher employed inter-rater reliability. It involved the observation made by two individuals, i.e. the researcher himself as the first rater and the English teacher

as the second one. The behavior observed was the students' writing ability. The raters recorded the scores of their writing and then compared the scores to see if their scores were similar or different.

In determining the inter-rater reliability of the instrument, the researcher employed the *Pearson Correlation Formula*. The researcher used the SPSS version 18 for Windows to analyze the data.

The researcher conducted the try out in order to find out the validity and reliability of the instruments. The try out was conducted before using the instrument to collect the data. The researcher conducted the tryout of the writing test on Friday, July 29th, 2011. It involved class VIII B which consists of 30 students.

As stated before, the writing test employed the content validity. It is because the test was developed based on the standard of competence and basic competence of the School Based Curriculum of SMPN 4 Pakem grade VIII for the first semester of the English subject.

The researcher used the SPSS version 18 for Windows program with the use of the *Pearson Correlation Formula* to get the result of the inter-rater reliability. The analysis found that the test was reliable. The reliability of the writing tests can be found from its reliability coefficient. The computation shows that the reliability coefficient of the content was 0.693. Then, the reliability coefficient of the vocabulary was 0.623 and the reliability coefficient of the spelling was 0.703. Furthermore, the reliability coefficient of the punctuation was

0.652 and the reliability coefficient of the grammar was 0.818. Finally, the reliability of the writing test was 0.753.

Table 5: The Result of Inter-rater Reliability

	Content	Vocabulary	Spelling	Punctuation	Grammar	Writing Test
Value	0.693	0.623	0.703	0.652	0.818	0.753

Based on the previous explanation, it can be inferred that the test was reliable. It is because the reliability coefficient was categorized into the very high and high levels reliability. The reliability coefficient of the content, vocabulary and punctuation belong in the very high level while the grammar and spelling is in the high level. However, the reliability coefficient of the total score belongs in the very high level. The categorization was based on what Suharto (2006:84) offers. The value of reliability coefficient he suggests is presented in Table 6.

Table 6: The Value of Reliability Coefficients

No	Reliability Coefficients	Category
1.	0.800 – 1.000	Very High
2.	0.600 – 0.799	High
3.	0.400 – 0.599	Fair
4.	0.200 – 0.399	Poor
5.	0.100 – 0.199	Low

4. Procedure of Data Collection

Beside conducting the try out, the pre-test was conducted before the - treatment and the post-test was conducted after the treatment. Both the experimental and the control classes were given the pre-test and post-test. The treatment with a class blog was given only to the experimental class.

Table 7: The Implementation of the Research

No	Date	Activities	Time
1.	July 29, 2011	Try Out	70 minutes
2.	August 4, 2011	Pre-Test Experimental Class	70 minutes
3.	August 4, 2011	Pre-Test Control Class	70 minutes
4.	August 5, 2011	Writing and Describing People	70 minutes
5.	August 9, 2011	Writing and Describing the Place	70 minutes
6.	August 11, 2011	Writing and Describing the Object	70 minutes
7.	August 12, 2011	Writing the Exciting Moment	70 minutes
8.	August 16, 2011	Writing the Last Holiday	70 minutes
9.	August 18, 2011	Writing the Unforgettable Moment	70 minutes
10.	August 19, 2011	Post-Test Experimental Class	70 minutes
11.	August 19, 2011	Post-Test Control Class	70 minutes

The test was carried out to the experimental and the control classes. It was conducted in 60 minutes. The treatment with the class blog was implemented in the experimental class in August 2011 which consists of six meetings in the classroom. Actually, the implementation of the treatment was also conducted even after the class ended. The experimental class with the researcher conducted an online forum discussion using the Blogger service and left a feedback to the other's writing. The control class made a group of discussions with their friends and the teacher. The discussions help the students to be more skillful in their writing because they learned the language authentically in the online forum. Then, the post-test was conducted after the implementation of the treatment.

It is stated in the syllabus of the School Based Curriculum of SMPN 4 Pakem of Grade VIII for the first semester of the English subject that some

aspects must be considered in relation to write the particular kind of texts. They are the vocabulary, punctuation, spelling, grammar and content. Those aspects and ranging of the scores are presented below.

Table 8: Evaluating Writing

Criteria	Score	Aspects
Content	4	Strong paragraphs ordered to develop story
	3	Ideas appropriately divided into paragraphs with supporting details
	2	Supporting details group into appropriate paragraph
	1	One paragraph or text divided but not by content
Vocabulary	4	Uses related words/ideas easily; suitable words for topic and readers
	3	Uses related words and ideas correctly; varies vocabulary
	2	Attempts to use new key words in description; goes beyond basic vocabulary
	1	Related words or ideas mentioned; limited vocabulary
Spelling	4	No spelling errors
	3	Few spelling errors
	2	Some spelling errors
	1	Many spelling errors
Punctuation	4	Correct punctuation and case throughout; variety used
	3	Minor errors in punctuation and case; variety used
	2	Few punctuation and case errors
	1	Several punctuation and case errors
Grammar	4	No errors in agreement, number and tense.
	3	Few errors in agreement, number and tense.
	2	Some errors in agreement, number and tense.
	1	Many errors in agreement, number and tense.

Adapted from Prentice Hall (2005:241-244). The Reading Teacher's Book of Lists

Table 9 shows the result of learning process for the teaching and learning in both classes. The students learnt how to write recount or descriptive texts using

the different technique. In the experimental class, the researcher used the class blog as the learning technique, while the control class used the conventional technique in the teaching-learning writing process. The researcher displayed the comparison between the learning process for the teaching and learning in the experimental class and control class as presented below:

Table 9: The Learning Activities of the Experimental Class and Control Class

No.	Comparison	Experimental Class	Control class
1.	Standard of Competence	6. Expressing the meaning of short functional text and simple short essay in the form of <i>descriptive</i> , exposition, and recount texts to interact in surrounding environment and academic context.	
2.	Basic Competence	6.2 Expressing the meaning and the rhetoric stages of the simple short essays in the form of descriptive texts accurately, fluently, and acceptably to interact with surrounding environment and academic context.	
3.	Indicators	1. The students are able to use grammar, vocabulary, spelling, and punctuation correctly in a descriptive text. 2. The students are able to arrange the correct generic structure of a descriptive text. 3. The students are able to use the general features of a descriptive text. 4. The students are able to write down a descriptive text correctly.	1. The students are able to use grammar, vocabulary, spelling, and punctuation correctly in a descriptive text. 2. The students are able to arrange the correct generic structure of a descriptive text. 3. The students are able to use the general features of a descriptive text. 4. The students are able to write down a descriptive text correctly.
4.	Topic	Recount and Descriptive	Recount and Descriptive
5.	Material	a. The Text b. Generic structure c. Language feature	a. The Text b. Generic structure c. Language feature
6.	Technique	The class blog technique	The conventional technique
7.	Media	Computer	Printed text

The treatment in the control class helped the students learn writing through the conventional technique and the printed text. In the presentation phase, they built their background knowledge about the new material using the pictures, the question and answer activity, and the explanation from the teacher. The teacher helped them make a correlation about the new teaching material and their daily activity. This phase is also an important stage to motivate them.

The practice phase helped the students write the text collaboratively with their friends. They listened to the explanation about the model of the text. They got the generic structure, the language features, and tense of the text. The activity was the question and answer. They discussed with the teacher all those aspects and the way how to write good and comprehensive writing. They worked in pairs to accomplish their tasks. The tasks were about the correct use of vocabulary, punctuation, spelling and grammar. They also did tasks about writing a comprehensive text step by step, for example, planning, drafting, revising, and evaluating.

Each of the students did their individual practice to write the text correctly in the production phase. They had a discussion to help each other in writing. The teacher also gave feedback to their writing. Next, they revised their writing based on the comments. Finally, they had to submit their final writing to the teacher.

The treatment in the experimental class helped the students learn writing through the class blog and computer. They built their background knowledge about the new material using presentation in the class blog, discussion forum in the class blog, and the explanation from the teacher. The class blog and the

teacher helped them make a correlation about the new teaching material and their daily activity. It also provided the interactive pictures, videos, or the colorful text. This phase is also an important stage to motivate them.

The next steps helped the students write the text collaboratively with their friends. They identified the text in the class blog. Then, they listened to the explanation from the teacher about the text. They learnt the generic structure, the language features, and tense of the text. The activity was discussion forum in the class blog. They discussed with the teacher all those aspects and the way how to write good and comprehensive writing. They worked in pairs to accomplish their tasks. The tasks were about the correct use of vocabulary, punctuation, spelling and grammar. The students also did tasks about writing a comprehensive text step by step, for example, planning, drafting, revising, and evaluating.

Each of the students wrote the text correctly in the last stage and posted it to the class blog. They made a discussion to help each other in writing. The teacher also gave a comment to the students writing. Next, they revised their writing based on the comments. Finally, the students had to post their final writing to the class blog.

In the experimental class, the researcher found some facts that the students learnt writing more fun and interesting in the discussion forum of the class blog. They could express their stories and experiences freely in the class blog. They could revise as much as they can because they could use the edit tool in the class blog and the ease of typing using computer. It was one of the best ways to learn language authentically. They also had a good forum to discuss their difficulties

and learnt how to write comprehensive text from the teacher or their friends. The figures below are the examples of the class blog used in the experimental class.

Figure 1: The Writing Product in the Class Blog

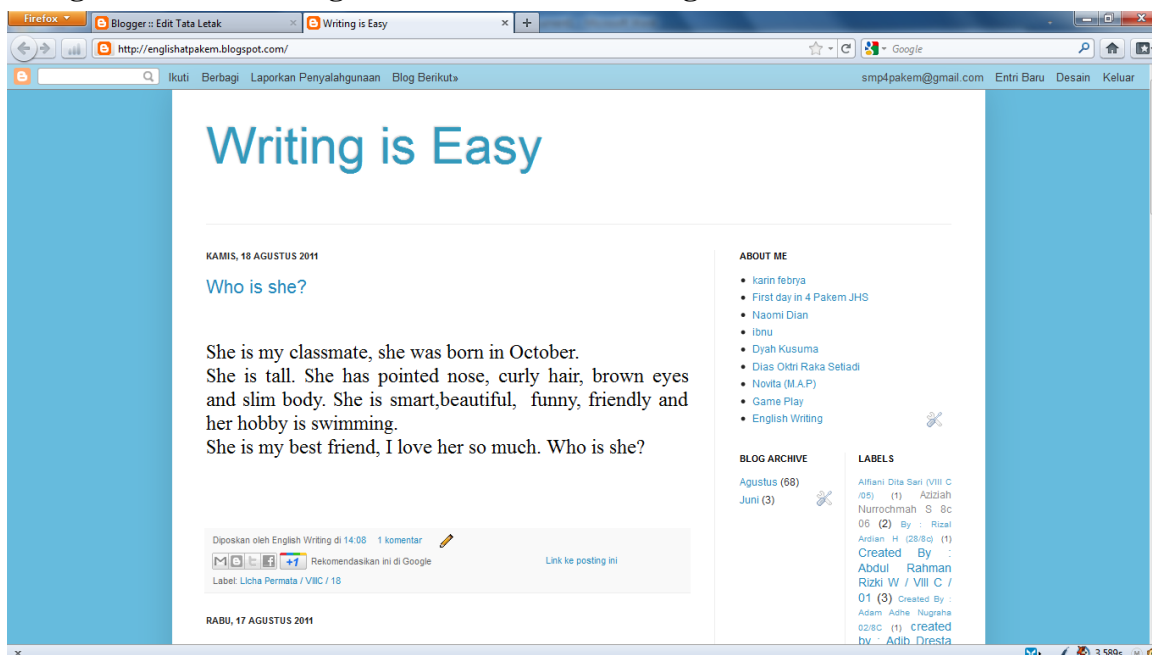
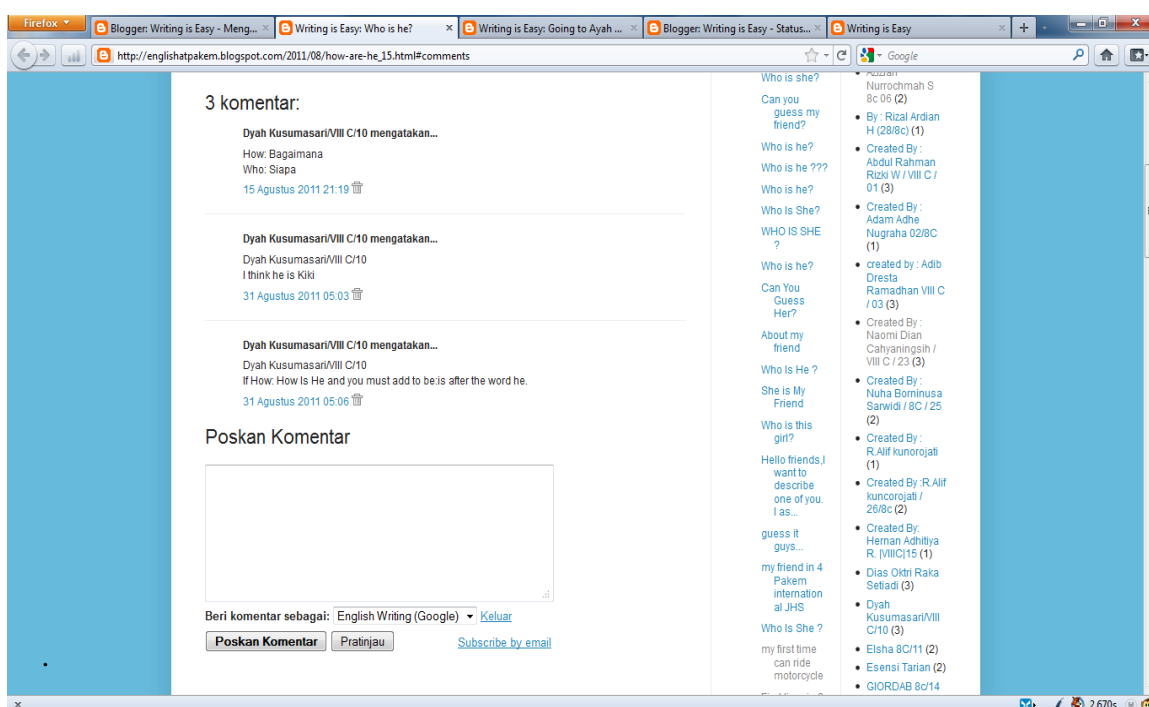


Figure 2: The Comments in the Class Blog



E. Data Analysis Technique

The data analysis technique examined the effects of the treatment. It could be seen from the scores of the students' pretest – posttest in the writing ability. The students' scores in the written test were analyzed with the help of the SPSS version 18.0 for windows program. Finally, the statistical results of the writing score were compared for the experiment and control class analysis.

1. Descriptive Analysis

Trochim (2006:77) states descriptive analysis provides the basic feature of the data and the simple summaries of the measurement. It means that the analysis only provides what the data show. It helps to simplify the data from the large amount of measurement.

a. Mean

The mean is used to measure the average of the data shown. It helps the researcher to describe the central tendency of the data in the study (Trochim, 2006:98). It describes the central tendency using the sum of all values divided by the amount of the participants.

b. Standard Deviation

Johnson and Christensen (2008:497) state that the standard deviation is the variation of the data distribution. It means that standard deviation shows

the relation that the set of the scores has to the mean of the data. It shows how the scores in the data vary from the mean of the data.

c. Categorization

The categorization of the scores gained by the students was made to find out the level of students' writing ability. It was based on the ideal scores. The highest score was 40 and the lowest score was 10. Nurgiyantoro (2001:204) states that the ideal mean (\bar{X}) and the ideal standard deviation (SDi) could be calculated using the formula as follows:

$$\bar{X} = \frac{1}{2} (\text{maximum score} + \text{minimum score})$$

$$SDi = \frac{1}{6} (\text{maximum score} - \text{minimum score})$$

The frequency distribution of the scores of the students' writing ability can be categorized into five levels, namely excellent, very good, good, poor and very poor. The distribution was calculated based on the ideal mean and the ideal standard deviation as follows:

Table 10: The Formula of the Categorization

Sigma Scales	Score Scales	Five Scales	
		E-A	0-4
+1.5	$\bar{X} + 1.5SDi - \bar{X} + 3SDi$	A	4
+0.5	$\bar{X} + 0.5SDi - \bar{X} + 1.5SDi$	B	3
-0.5	$\bar{X} - 0.5SDi - \bar{X} + 0.5SDi$	C	2
-1.5	$\bar{X} - 1.5SDi - \bar{X} - 0.5SDi$	D	1
	$\bar{X} - 3SDi - \bar{X} - 1.5SDi$	E	0

Nurgiyantoro (2001:204)

Table 11: The Distribution of the Categorization

Score Scales	Categorization
32.6 - 40	Excellent
27.6 - 32.5	Very Good
22.6 - 27.5	Good
17.6 - 22.5	Poor
10-17.5	Very Poor

2. Inferential Analysis

a. Normality Test

The normality test is used to determine whether there is a significant difference between the expected frequencies and the observed frequencies in one or more categories. It is aimed at finding whether the distribution of the responses in the population met the normal distribution or not.

The distribution of the data is normal if the probability value is higher than the significance level of 5% (Larsson-Hall, 2010:84). In this study, the researcher used the *Shapiro-Wilk* and it was calculated using the SPSS version 18.0 for windows. It means that if the probability value of the *Shapiro-Wilk* is higher than 0.05, the distribution of the data is normal.

b. Homogeneity Test

The homogeneity test is used for the comparison of two variances or standard deviations. The sampling distribution of the variances is called the *F* distribution. It helps to see whether the variances of the writing scores in the

control class are different from the variances of the writing scores of the students who act as the experimental class.

The sample is homogeneous if the probability value is higher than the significance level of 5% (Larsson-Hall, 2010:278). In this study, the researcher used the *ANOVA (Levene's Test)* and it was calculated using the SPSS version 18.0 for windows program. It means that if the probability value of the *ANOVA (Levene's Test)* is higher than 0.05, the distribution of the data is homogeneous.

c. Hypothesis Testing

Hypothesis testing is the branch of the inferential statistics which helps to see how well the sample data support the hypothesis and when the null hypothesis can be rejected (Johnson and Chirstensen, 2008:503). The null hypothesis (H_0) states that “there is no significant difference of the students’ writing ability between the students who were taught with the class blog and those who were taught without the class blog”. The alternative hypothesis states that “there is a significant difference of the students’ writing ability between the students who were taught with the class blog and those who were taught without the class blog”.

In this study, the researcher used the *ANCOVA* and it was calculated using the SPSS version 18.0 for windows program. The *ANCOVA* was employed to test the hypothesis because the researcher wants to focus on the effect of the independent variable (the learning technique) and the covariate

(the writing pre-test) on the dependent variable (the writing post-test). It means that if the probability value of the *ANCOVA* is lower than the significance level of 5%, the null hypothesis can be rejected.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The aim of the study was to find out the effect of using the class blog on the writing process to improve the writing abilities of the grade VIII students at SMP Negeri 4 Pakem in the first semester in the academic year of 2011/2012. The effectiveness of using the class blog to improve the students' writing ability can be seen from statistically comparing the scores of the writing tests of the students who were given the class blog technique and those who were not given the class blog.

This chapter presents the findings of the study that are divided into three sections. The first section presents the descriptive analysis, the second presents the inferential analysis and the last section presents the discussion of the findings.

A. Descriptive Analysis

This study used two classes as the sample. The pre-test and the post-test were conducted in each class. This subchapter describes the data of the students' pre-test and post test writing scores who were given the class blog and those without using it by presenting the means and the standard deviation of the scores.

1. Data on the Pre-Test Writing Scores on the Writing Ability of the Control Class

In this part, the pre-test data of the control class are described based on score criteria. There are five categories to classify the scores: excellent, very good, good, poor and very poor.

In reference to the pre-test scores of the control class, the categorization of the students' writing is presented in the following table. The results of the computation are enclosed in Appendix A.

Table 12: Frequency Distribution of the Pre-Test Scores on the Writing Ability of the Control Class

No	Score	Frequency		Category
		f	$f\%$	
1.	32.6 - 40	0	0	Excellent
2.	27.6 - 32.5	2	6.7%	Very Good
3.	22.6 - 27.5	13	43.3%	Good
4.	17.6 - 22.5	13	43.3%	Poor
5.	10-17.5	2	6.7%	Very Poor

Table 12 shows that two respondents (6.7 %) are classified into the very good category. Thirteen respondents (43.3%) are categorized into the good category while thirteen respondents (43.3%) are categorized into the poor category and two respondents (6.7%) are categorized into the very poor category. No respondent is categorized into the excellent category.

In addition, the data obtained from the writing pre-test of the control class show that the minimum score is 14 and the maximum score is 30. Therefore, the mean is 22.20, the mode is 23, the median is 22.5 and the standard deviation is 3.614. The results of the data analysis are presented in the table of descriptive analysis shown below.

Table 13: Descriptive Analysis

N	$\sum X$	Mean	Mode	Median	Standard Deviation	Maximum	Minimum
30	666	22.20	23	22.5	3.614	30	14

Table 13 shows that the mean of the pre-test of the control class is 22.20. As it lies among $>17.5 - 22.5$, the mean is categorized into poor category. It means that the pre-test scores of the writing ability of the control class are classified into the poor category.

2. Data on the Pre-Test Writing Scores on the Writing Ability of the Experimental Class

The pre-test was used to find out the students' writing ability before a treatment was applied. Table 14 gives information about the categorization of the students writing ability based on the result of the pre-test scores of the experimental group.

In this part, the pre-test data are described based on score criteria. There are five categories to classify the scores: excellent, very good, good, poor and very poor. The results of the computation are enclosed in Appendix A.

Table 14: Frequency Distribution of the Pre-Test Scores on the Writing Ability of the Experimental Class

No	Score	Frequency		Category
		<i>f</i>	<i>f</i> %	
1.	32.6 - 40	1	3.3%	Excellent
2.	27.6 - 32.5	7	23.3%	Very Good
3.	22.6 - 27.5	16	53.3%	Good
4.	17.6 - 22.5	3	10%	Poor
5.	10-17.5	3	10%	Very Poor

Table 14 shows that one respondent (3.3 %) is classified into the excellent category. Seven respondents (23.3 %) are categorized into the very good category,

while sixteen respondents (53.3 %) are categorized into the good category and three respondents (10 %) are categorized into the poor category. Three respondents (10 %) are categorized into the very poor category.

In addition, the data obtained from the writing pre-test of the experimental class show that the minimum score is 16 and the maximum score is 33. Therefore, the mean is 24.87, the mode is 26, the median is 26 and the standard deviation is 4.408. The results of the data analysis are presented in the table of the descriptive analysis shown below.

Table 15: Descriptive Analysis

N	$\sum X$	Mean	Mode	Median	Standard Deviation	Maximum	Minimum
30	746	24.87	26	26	4.408	33	16

Table 15 shows that the mean of the pre-test of the experimental class is 24.87. As it lies among $>22.5 - 27.5$, the mean is categorized into good category. It means that the pre-test scores on the writing ability of the experimental class are classified into the good category.

3. Comparison between the Pre-Test Scores on the Writing Ability of the Control and Experimental Class

In this part, the comparison between the pre-test scores on the writing ability of the control and experimental class can be seen. The mean of the pre-test of the control class is 22.20 while the mean of the experimental class is 24.87. It illustrates that the mean of the pre-test of the experimental class is higher than that

of the control class. The comparison between the pre-test scores on the writing of the control and experimental class is presented in the following table.

Table 16: Comparison between the Descriptive Analysis of the Control and Experimental Class

Data	N	$\sum X$	Mean	Mode	Median	Standard Deviation	Max	Min
Control	30	666	22.20	23	22.5	3.614	30	14
Experimental	30	746	24.87	26	26	4.408	33	16

The minimum score of the experimental class is similar to the control class. However, the maximum score of the experimental class is higher than that of the control class. The data above show that the standard deviation (SD) of the control class is 3.614, whereas the standard deviation in the experimental class is 4.408. The mean of the control class lies among $>17.5 - 22.5$ and is categorized into poor category, while the mean of the experimental class lies among $>22.5 - 27.5$ and is categorized into good category. It means that most of the students of the control class have poor writing ability and most of the students of the experimental class have good writing ability.

4. Data on the Post-Test Writing Scores on the Writing Ability of the Control Class

In this part, the post-test data of the control class are described based on score criteria. There are five categories to classify the scores: excellent, very good, good, poor and very poor.

In reference to the post-test scores of the control class, the categorization of students' writing is presented in following table. The results of the computation are enclosed in Appendix A.

Table 17: Frequency Distribution of the Post-Test Scores on the Writing Ability of the Control Class

No	Score	Frequency		Category
		f	$f\%$	
1.	32.6 - 40	14	46.7%	Excellent
2.	27.6 - 32.5	16	53.3%	Very Good
3.	22.6 - 27.5	0	0	Good
4.	17.6 - 22.5	0	0	Poor
5.	10-17.5	0	0	Very Poor

Table 17 shows that there are fourteen respondents (46.7 %) classified into the excellent category. Sixteen respondents (53.3 %) are categorized into the very good category. No respondent is categorized into the good, poor and very poor categories.

In addition, the data obtained from the writing post-test of the control class show that the minimum score is 28 and the maximum score is 35. Therefore, the mean is 32.23, the mode is 32, the median is 32 and the standard deviation is 1.888. The results of the data analysis are presented in the table of the descriptive analysis shown below.

Table 18: Descriptive Analysis

N	$\sum X$	Mean	Mode	Median	Standard Deviation	Maximum	Minimum
30	967	32.23	32	32	1.888	35	28

Table 18 shows that the mean of post-test of the control class is 32.23. As it lies among $>27.5 - 32.5$, the mean is categorized into the very good category. It means that the post-test score on the writing ability of the control class is categorized into the very good category.

5. Data on the Post-Test Writing Scores on Writing Ability of the Experimental Class

The post-test was used to find out the students' writing ability after a treatment was applied. Table 19 gives information about the categorization of the students' writing ability based on the results of the post-test scores of the experimental group.

In this part, the post-test data of the experimental class are described based on score criteria. There are five categories to classify the scores: excellent, very good, good, poor and very poor. The results of the computation are enclosed in Appendix A.

Table 19: Frequency Distribution of the Post-Test Scores on Writing Ability of the Experimental Class

No	Score	Frequency		Category
		f	$f\%$	
1.	32.6 - 40	21	70%	Excellent
2.	27.6 - 32.5	9	30%	Very Good
3.	22.6 - 27.5	0	0	Good
4.	17.6 - 22.5	0	0	Poor
5.	10-17.5	0	0	Very Poor

Table 19 shows that there are twenty one respondents (70 %) classified into the excellent category. Nine respondents (30 %) are categorized into the very good category. No respondent is categorized into the good, poor and very poor categories.

In addition, the data obtained from the writing post-test of the experimental class show that the minimum score is 28 and the maximum score is 39. Therefore, the mean is 34.63, the mode is 36, the median is 35 and the standard deviation is 2.965. The results of the data analysis are presented in the table of the descriptive analysis shown below.

Table 20: Descriptive Analysis

N	$\sum X$	Mean	Mode	Median	Standard Deviation	Maximum	Minimum
30	1039	34.63	36	35	2.965	39	28

Table 20 shows that the mean of the post-test of the experimental class is 34.63. As it lies among $>32.5 - 40$, the mean is categorized into excellent category. It means that the pre-test scores on the writing ability of the experimental class are classified into excellent category.

6. Comparison between the Post-Test Scores on the Writing Ability of the Control and Experimental Class

In this part, the comparison between the post-test scores of the writing ability of the control and experimental classes can be seen. The mean of the post-test of the control class is 32.23 while the mean of the experimental class is 34.63.

It illustrates that the mean of the post-test of the experimental class is higher than that of the control class. The comparison between the post-test on the writing ability of the control and experimental classes is presented in the following table.

Table 21: Comparison between the Descriptive Analysis of the Control and Experimental Class

Data	N	ΣX	Mean	Mode	Median	Standard Deviation	Max	Min
Control	30	967	32.23	32	32	1.888	35	28
Experimental	30	1039	34.63	36	35	2.965	39	28

The minimum score of the control class is similar to the experimental class. However, the maximum score of the experimental class is higher than that of the control class. The data above show that the standard deviation (SD) of the control class is 1.888, whereas the standard deviation of the experimental class is 2.965. The mean of the control class lies among $>27.5 - 32.5$ and is categorized into the very good category, while the mean of the experimental class lies among $>32.5 - 40$ and is categorized into the excellent category. It means that most of the students of the control class have very good writing ability and most of the students of the experimental class have excellent writing ability.

B. Inferential Analysis

To find out whether giving the class blog technique can increase the students' writing ability or not, the *ANCOVA* formula was applied because the researcher wants to focus on the effects of the independent variable (the learning technique - the class blog) and the covariate (the writing pre-test) on the dependent variable (the writing post-test). Before the test was applied, the pre-

analysis testing was conducted which consists of the normality and homogeneity tests. The discussion of the pre-analysis testing is presented as follows.

1. Pre-analysis Testing

There are two statistical tests in the pre-analysis testing. The normality and homogeneity tests are the part of them.

a. The Normality Test

This test was aimed at finding out whether the distribution of the responses in the population meets the normal distribution or not. The researcher employed the *Shapiro-Wilk* test in the SPSS 18.0 for windows program to examine the distribution of the data at the significance level of 5%. The distribution of the data is normal if the probability value (p) is higher than 0.05 (α) then the null hypothesis is accepted (Larsson-Hall, 2010:84).

The result of normality test of the pre-test is shown in the Table 22.

The print out of the computation of the normality test is enclosed in Appendix A.

Table 22: Result of Normality Test of the Pre-test of Experimental and Control Class

Class	Shapiro-Wilk	Degree of freedom (df)	Probability (p)	Interpretation
Experimental	0.913	30	0.098	Normal
Control	0.972	30	0.594	Normal

Table 22 shows that the probability value (p) of the pre-test of the experimental class (0.098) is higher than the significance level of 5% (0.05). It means that the distribution of the pre-test data of the experimental class was

normal. Moreover, the probability value (p) of the pre-test of the control class (0.594) is also higher than the significance level of 5% (0.05). It means that the distribution of the pre-test data of the control class was normal.

The result of the normality test of the post-test is shown in the Table 23. The print out of the computation of the normality test is enclosed in Appendix A.

Table 23: Result of Normality Test of the Post-test of Experimental and Control Class

Class	Shapiro-Wilk	Degree of freedom (df)	Probability (p)	Interpretation
Experimental	0.951	30	0.183	Normal
Control	0.952	30	0.187	Normal

Table 23 shows that the probability value (p) of the post-test of the experimental class (0.183) is higher than the significance level of 5% (0.05). It means that the distribution of the post-test data of the experimental class was normal. Moreover, the probability value (p) of the post-test of the control class (0.187) is also higher than the significance level of 5% (0.05). It means that the distribution of the post-test data of the control class was normal.

b. The Homogeneity Test

The homogeneity test was aimed to find out whether the samples had the homogeneous variance or not and to show whether there was any significant difference of the samples or not. Thus, the *ANOVA (Levene's test)* was employed in the SPSS 18.0 for windows program. The distribution of the

data is homogeneous if the probability value (p) is higher than 0.05 (α) then the null hypothesis is accepted (Larsson-Hall, 2010:278).

The result of the homogeneity test of the pre-test is presented in Table 24. Leech (2005:132) states that the source table for the analysis can be seen from the result of the *Levene's test*. The results of the *Levene's test* are enclosed in Appendix A.

Table 24: Result of Homogeneity Test of the Pre-test

F value of observation(F_o)	Degree of freedom (df)	Probability (p)	Interpretation
0.350	58	0.557	Homogeneous

In reference to Table 23, it is clear that the probability value (p) of the pre-test (0.557) is higher than the value of α (0.05). It means that the variance was homogeneous. Moreover, the result of the homogeneity test of the post-test is presented in Table 25. Leech (2005:132) also states that the source table for the analysis can be seen from the result of the *Levene's test*. The results of the *Levene's test* are enclosed in Appendix A.

Table 25: Result of Homogeneity Test of the Post-test

F value of observation(F_o)	Degree of freedom (df)	Probability (p)	Interpretation
7.073	58	0.087	Homogeneous

According to the Table 25, it is clear the probability value (p) of the post-test (0.087) is higher than the significance level of 5% (0.05). It means that the variance was homogeneous.

2. Hypothesis Testing

To be able to conduct the hypothesis testing, the researcher should describe the normality and homogeneity tests first. The hypothesis testing was used to determine whether there was any significant difference between the two groups in their mean of the writing tests or not. Before the analysis, the null hypothesis was composed based on the hypothesis. The null hypothesis (H_0) is “there is no significant difference of the students’ writing ability between those who were taught with the class blog and those who were taught without the class blog”. The hypothesis in this study is, “there is a significant difference on the students’ writing ability between the students who are taught with the class blog and those who are taught without using the class blog”. In this analysis, the *ANCOVA* was applied to test the difference and the significance.

Larsson-Hall (2010: 357) states that analysis of covariance (*ANCOVA*) is a statistical technique which can be used when the researcher wants to focus on the effects of the main response variable with the effects of other interval-level variables factored out. It means that the assumption of the *ANCOVA* is the effect of the independent variable (the learning technique - the class blog) and the covariate (the writing pre-test) on the dependent variable (the writing post-test). The *ANCOVA* was employed to test the hypothesis because the researcher wants to focus on the effects of the independent variable (the learning technique - the

class blog) and the covariate (the writing pre-test) on the dependent variable (the writing post-test). So, the researcher should control the scores and, therefore, the mean of the scores that would be expected had to be found. In this case, the pre-test was used as the covariate. Theoretically, the hypothesis is accepted if the probability value is lower than the significance level of 5%.

Table 26: The Source Table of ANCOVA on the Students' Writing Taught by Using the Class Blog and Those without Using the Class Blog

Dependent Variable: The post-test of the students' writing

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	141.150(a)	2	70.575	13.251	.000
Intercept	1275.034	1	1275.034	239.397	.000
pretest	54.750	1	54.750	10.280	.002
classblogeffect	41.606	1	41.606	7.812	.007
Error	303.583	57	5.326		
Total	67512.000	60			
Corrected Total	444.733	59			

a R Squared = .317 (Adjusted R Squared = .293)

The source table is the useful information to display the results of the computation. Leech (2005:145) states that the results of the computation can be summarized into three parts: the adjusted treatment, the residual within and the total residual. The adjusted treatment can be seen from the “*classblogeffect*” result of the computation. It is the effect of the class blog technique and the students' writing score in interaction. The residual within can be seen from the “*Error*” result of the computation.

Leech (2005:146) states that the residual within is the error of the variance in the ANCOVA. The result of the ANCOVA is presented in the following table.

Table 27: The Result of ANCOVA on the Students' Writing Taught by Using the Class Blog and Those without Using the Class Blog

Sources	Sum of Squares	Degree of freedom (<i>df</i>)	Mean Square	F	Significance
Adjusted Treatment (AT)	41.606	1	41.606	7.812	0.007
Residual Within (r_w)	303.583	57	5.326	-	-
Total Residual	345.189	58	-	-	-

It can be said more from the effect of using the class blog on the students' writing by looking the output found under the title "Estimated Marginal Means" (Larsson-Hall, 2010:368-369). The output can be seen in the appendix A. He also said that the adjusted mean is the mean score with the influence of the covariate factored out. The adjusted means of the post-test of each class after given treatments are presented on the following table.

Table 28: The Adjusted Means of the Post-test on the Control and Experimental Class

Classes	Adjusted Means
Control	32.55
Experimental	34.31

Table 28 shows that the significance level for the adjusted treatment is 0.007. It can be said that the significance level is less than the value of $\alpha=0.05$. Therefore, the null hypothesis (H_0) is rejected. It means that the use of the class blog shows a significant difference on the students' writing scores. In addition, it

can be said that the use of the class blog has an influence on the students' writing ability.

To prove the hypothesis, the researcher also displayed the adjusted mean in the Table 28. The adjusted mean was used because the effect of the covariate has been statistically removed. The adjusted mean of the post-test above shows that each class has the different mean. It was calculated when the researcher had examined the ANCOVA. In the control class, the adjusted mean of the post-test of the control class is 32.55. It can be compared with the mean of the post-test of the control class before. The mean of the post-test of the control class is lower than the adjusted mean of the post-test of the control class, i.e. $32.23 < 32.55$, whereas, the adjusted mean of the post-test of the experimental is 34.31. It shows that the mean of the post-test of the experimental class is higher than the adjusted mean of the post-test of the experimental class, i.e. $34.31 < 34.63$. The important point is that the adjusted mean of the experimental class is higher than that of the control class ($34.31 > 32.55$). It means that the use of the class blog really influences the students' writing ability. So, the null hypothesis (H_0) is rejected properly.

C. Interpretation

In this part, the researcher presents the interpretation of the findings. It just focused on the descriptive and inferential interpretation.

Some results were found and examined. First, based on the analysis, it is found that there was a significant difference on the students' writing ability

between those who were taught using the class blog and the ones were taught without using the class blog.

Table 29: Comparison between the Means of the Control and the Experimental Class

	The Means of the Pre-test	The Mean of the Post-test
The Control Class	22.20	24.87
The Experimental Class	32.23	34.63

Table 29 shows that the mean of the writing pre-test of the control class is 22.20, whereas the mean of the writing pre-test of the experimental class is 24.87. It means that the mean of the pre-test in the control class is lower than that of the experimental class.

In addition, table 29 shows that the mean of the writing post-test of the control class is 32.23, while the mean of the writing post-test of the experimental class is 34.63. It means that the mean of the writing post-test of the control class is lower than that of the experimental class.

Furthermore, the ANCOVA result shows that the significance level is less than the value of α , i.e. $0.007 < 0.05$. It means that there is a significant difference in the post-test scores between two classes after controlling the pre-test scores as the covariate. Therefore, the adjusted mean that was found shows the adjusted mean of the experimental class is higher than the control class, i.e. $34.31 > 32.55$. Next, after controlling the pre-test scores, the ANCOVA ($F_{1,57}=7.812$; $0.007 < 0.05$) shows the improvements in the students' writing ability that were taught with the class blog. It shows clearly that the use of the class blog shows the significant difference on the students' writing ability. Actually, the use of the class

blog gives a positive atmosphere to improve the students' writing ability. So, the hypothesis that had been stated in this research is accepted, whereas the null hypothesis is rejected properly.

The result of this research is supported by the previous research done by Bella (2005). She found that the use of the blog in the elementary students improved their writing skills and ability. She also found that they use their critical thinking to make their writing deeper and more logical by using the rich vocabularies and ideas. They want to have a clear message in their writing because they want the readers to understand exactly in their writing.

D. Discussion

With regard to the research done in the first semester at SMP Negeri 4 Pakem in VIII D and VIII C, it shows that there is a significant difference on the students' writing ability between the students who were taught with the class blog and those were taught without using the class blog. Next, the researcher explains the contribution of the class blog on the students' writing ability.

The class blog is a useful tool in English writing because the students express their stories and experiences freely in the class blog. Based on the function of the class blog in the previous statement, it can be said that it becomes an English discussion forum in their writing activities. They also can learn writing more fun and interesting in the discussion forum. It also gives a chance to them to write authentically and learn how to become a fluent writer. In line with that

statement, Bella (2005:2) also states that the class blog gives them the opportunities for the authentic self-expression with their writing.

In addition, the class blog is a space to publish the students' writing online. It helps them to write in their best work because they have the readers in their writing. They try to write well to make sure that their readers believe in their writing ability. It also gives a space to their readers in giving the feedback to their writing. Moreover, it gives the advantages to them to minimize the mistakes in their writing since they have the feedback from the readers. In short, they write well when they have something to say, when they have the readers and when they get feedback (Golub in Bella, 2005:11).

Furthermore, the class blog gives some advantages to the students' writing (Anusiene and Mazeikiene, 2006:134). First, the function of the class blog in writing helps the students to have a new experience in writing. They feel a new writing instruction, writing process and writing environment by using the class blog. Second, the teaching and learning process also can be fun and more interesting using the class blog. Finally, they write more in the class blog because the speed and ease of typing in the class blog.

In addition, it can be said that the greatest advantage of the class blog is the internet makes it possible to have the several groups interacting together (Soares, 2010:520). The class blog gives an opportunity to the students in different city to read it. In this interaction, they do not only practice their foreign language, but also their cultures, ideas, thoughts, and feeling. The learning can be

more fun and concrete as it involved an authentic language for the real communication.

The data obtained from the pre-test and post-test of the control class (see Table 12 and 17) show that the excellent category increases, i.e. 0% into 46.7%. It means that the learning process influences the result of post-test in the control class. Whereas, the data obtained from the pre-test and post-test of the experimental class (see Table 14 and 19) show that the excellent category also increases, i.e. 1% into 70%. It means that the use of the class blog influences the result of the post-test in the experimental class.

In addition, the result of the post-test of both classes shows that the mean of the experimental class is higher than the control class ($34.63 > 32.23$). Moreover, the result of the ANCOVA shows that the significance level is less than the value of α , $0.007 < 0.05$. Then, the adjusted mean shows that the adjusted mean of the experimental class is higher than that of the control class, i.e. $34.31 > 32.55$. It means that there was a significant difference on the students' writing ability between the students who were taught with the class blog and those were taught without using the class blog. Finally, the hypothesis which says "there is a significant difference between the students who were taught with the class blog and those were taught without using the class blog" is accepted.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter presents the conclusions taken from the research. It also presents the suggestions for the teacher, the students and the future researchers as well. It is divided into three parts: conclusions, implications and suggestions.

A. Conclusions

As stated in the formulation of the problems previously, this study was aimed at finding out whether there was a significant difference on the students' writing ability between the students who were taught with the class blog and those who were taught without using the class blog.

With regard to the research findings and the discussion in the previous chapter, the researcher proposes some conclusions that the students who were taught with the class blog have a better writing ability than those who were taught without using the class blog. It can be seen from the result of their post-test. The mean of the post-test of the experimental class after the treatment given was higher than that of the control class ($34.63 > 32.23$). It means that the use of the class blog given has a positive influence on the students' writing ability of the experimental class.

The hypothesis "there is a significant difference on the students' writing ability between the students who are taught with the class blog and those who are taught without using the class blog" was accepted. It means that the use of the class blog is more effective than the conventional teaching technique used in the control class. It is supported by the result of ANCOVA. It shows that the

significance level is less than the value of α , i.e. $0.007 < 0.05$. Besides, the result of the adjusted means shows that the experimental class is higher than the control class ($34.31 > 32.55$).

B. Implications

The implications are concluded from the research findings. This research finds that the students taught using the class blog on their writing gained better scores than those taught without using the class blog. Moreover, the research implies the use of interactive techniques on the students' writing ability gives some positive results.

With regard to the conclusions, this research implies the use of the interactive techniques should be promoted to the English teachers of junior high school students to improve their writing ability. It is expected that the English teachers are highly recommended to utilize the interactive techniques in teaching writing.

C. Suggestions

With regard to the above conclusions, the researcher proposes the following suggestions.

1. For Teachers

The researcher suggests the teachers use the class blog in their teaching writing. The class blog can help the teachers to be more creative and

innovative in using various kinds of the interesting teaching techniques which accompany the materials.

2. For Students

Through the class blog in the teaching and learning process, it is expected that the students are able to continue the community that have been built in the class blog. They can use the community in the class blog to discuss their writing so they can be more skillful in their writing.

3. For Future Researchers

Writing is really complex. It consists of planning, drafting, editing and evaluating. It is expected that the future researchers are able to develop the students' writing ability not only its grammar and vocabulary but also the other important things such as composing the idea, making a draft, revising a draft. The future researchers are also expected to find a new way that fun and more interesting in the teaching and learning process.

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APPENDICES

RELIABILITY TEST

Correlations

		totalscore	totalscore2
totalscore	Pearson Correlation	1	.753**
	Sig. (2-tailed)		.000
	N	30	30
totalscore2	Pearson Correlation	.753**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

		c	c2
c	Pearson Correlation	1	.693**
	Sig. (2-tailed)		.000
	N	30	30
c2	Pearson Correlation	.693**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

		v	v2
v	Pearson Correlation	1	.623**
	Sig. (2-tailed)		.000
	N	30	30
v2	Pearson Correlation	.623**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

		s	s2
s	Pearson Correlation	1	.703**
	Sig. (2-tailed)		.000
	N	30	30
s2	Pearson Correlation	.703**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

		p	p2
p	Pearson Correlation	1	.652**
	Sig. (2-tailed)		.000
	N	30	30
p2	Pearson Correlation	.652**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

		g	g2
g	Pearson Correlation	1	.818**
	Sig. (2-tailed)		.000
	N	30	30
g2	Pearson Correlation	.818**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

DESCRIPTIVE STATISTIC OF THE CONTROL CLASS

Frequencies

[DataSet1] D:\Stupidity Labs\Semester 8\Ayo Holland\My Name is Beast\SPSS Hasil\Data Hypothesis.sav

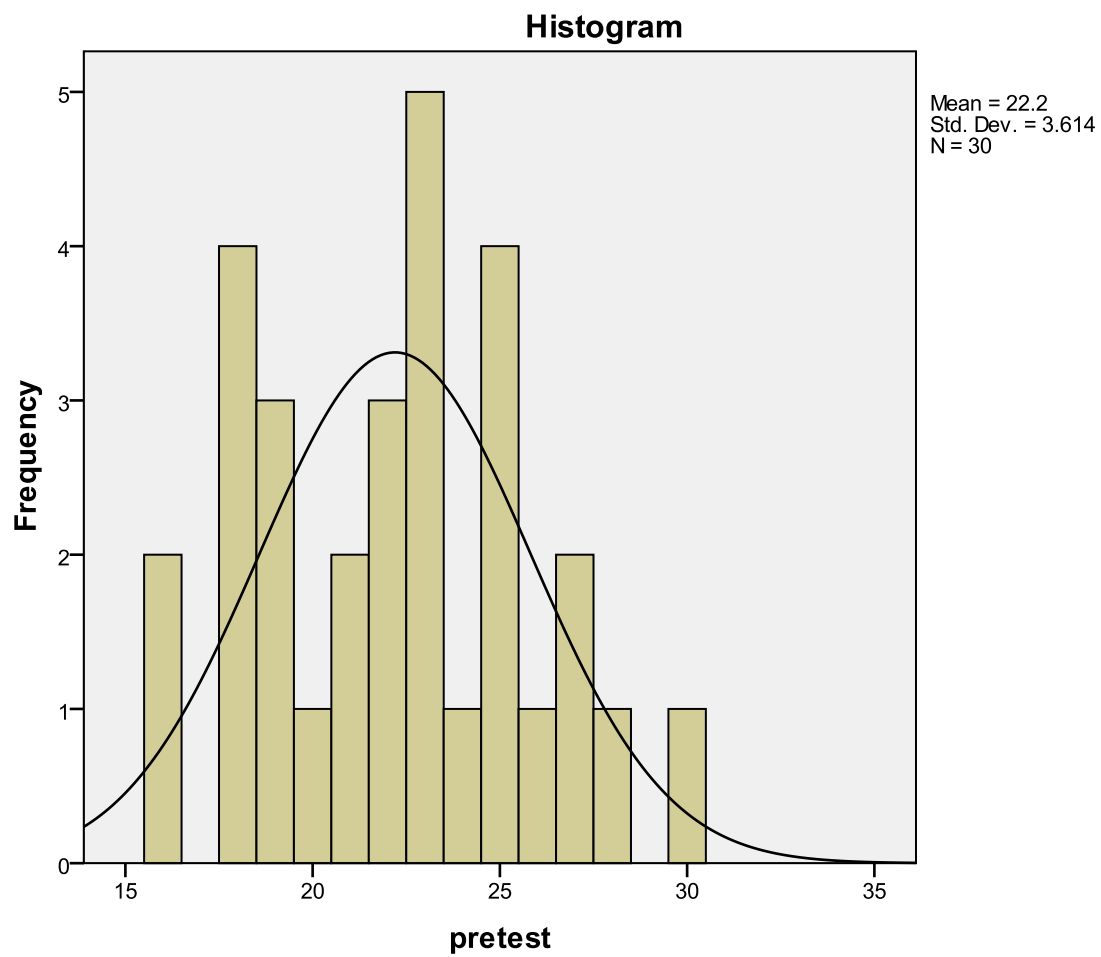
Statistics

pretest

N	Valid	30
	Missing	0
Mean		22.20
Std. Error of Mean		.660
Median		22.50
Mode		23
Std. Deviation		3.614
Variance		13.062
Skewness		.122
Std. Error of Skewness		.427
Kurtosis		-.626
Std. Error of Kurtosis		.833
Range		14
Minimum		16
Maximum		30
Sum		666

pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16	2	6.7	6.7	6.7
	18	4	13.3	13.3	20.0
	19	3	10.0	10.0	30.0
	20	1	3.3	3.3	33.3
	21	2	6.7	6.7	40.0
	22	3	10.0	10.0	50.0
	23	5	16.7	16.7	66.7
	24	1	3.3	3.3	70.0
	25	4	13.3	13.3	83.3
	26	1	3.3	3.3	86.7
	27	2	6.7	6.7	93.3
	28	1	3.3	3.3	96.7
	30	1	3.3	3.3	100.0
	Total	30	100.0	100.0	



Frequencies

Statistics

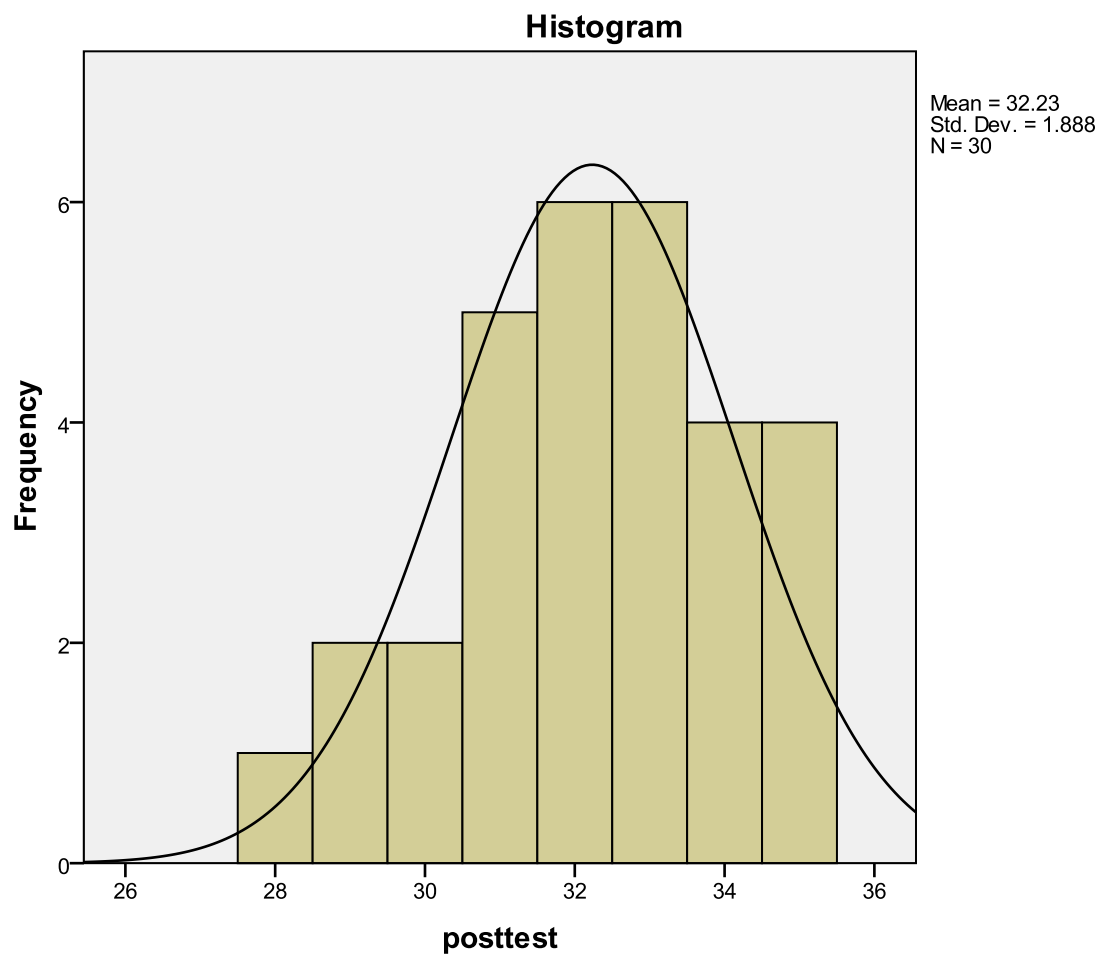
posttest

N	Valid	30
	Missing	0
Mean		32.23
Std. Error of Mean		.345
Median		32.00
Mode		32 ^a
Std. Deviation		1.888
Variance		3.564
Skewness		-.361
Std. Error of Skewness		.427
Kurtosis		-.411
Std. Error of Kurtosis		.833
Range		7
Minimum		28
Maximum		35
Sum		967

a. Multiple modes exist. The smallest value is shown

posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28	1	3.3	3.3	3.3
	29	2	6.7	6.7	10.0
	30	2	6.7	6.7	16.7
	31	5	16.7	16.7	33.3
	32	6	20.0	20.0	53.3
	33	6	20.0	20.0	73.3
	34	4	13.3	13.3	86.7
	35	4	13.3	13.3	100.0
	Total	30	100.0	100.0	



DESCRIPTIVE STATISTIC OF THE EXPERIMENTAL CLASS

Frequencies

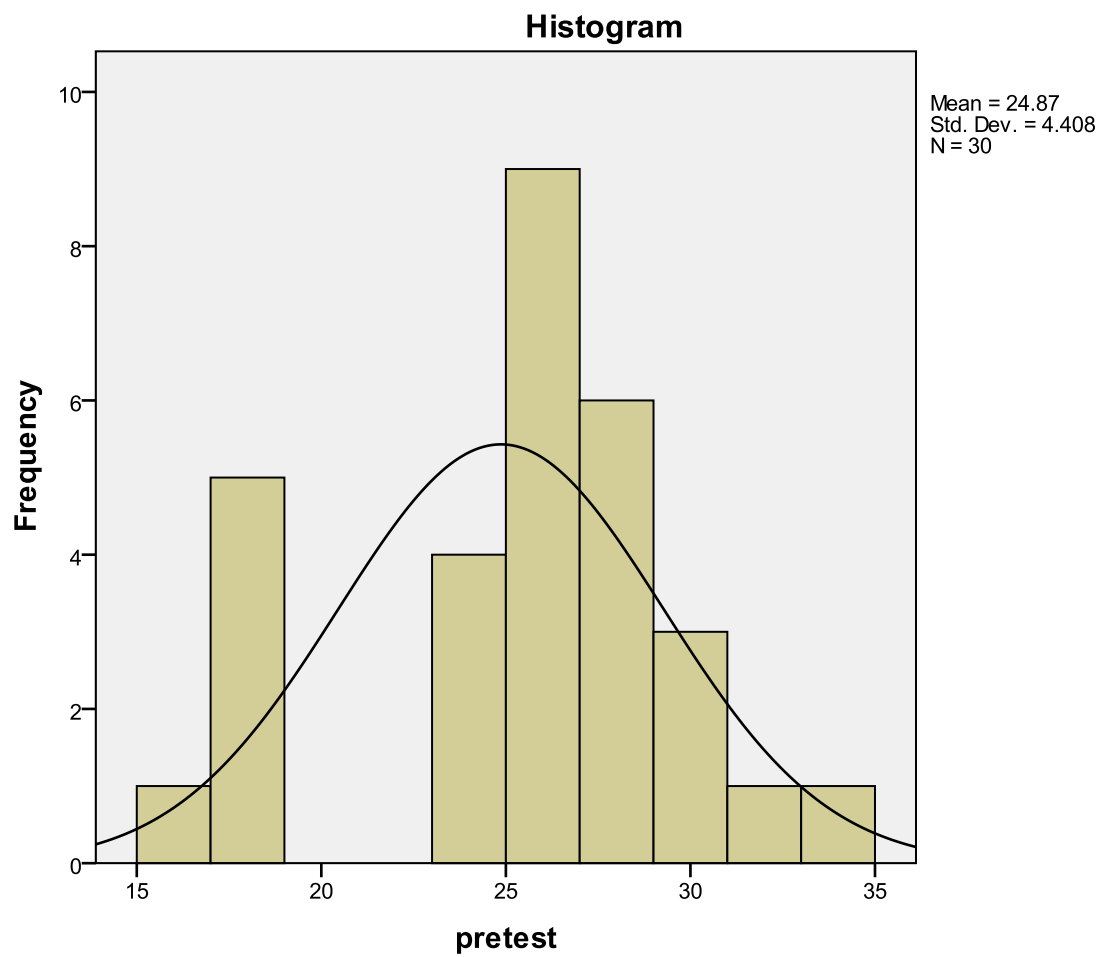
Statistics

pretest

N	Valid	30
	Missing	0
Mean		24.87
Std. Error of Mean		.805
Median		26.00
Mode		26
Std. Deviation		4.408
Variance		19.430
Skewness		-.637
Std. Error of Skewness		.427
Kurtosis		-.196
Std. Error of Kurtosis		.833
Range		17
Minimum		16
Maximum		33
Sum		746

pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16	1	3.3	3.3	3.3
	17	2	6.7	6.7	10.0
	18	3	10.0	10.0	20.0
	23	1	3.3	3.3	23.3
	24	3	10.0	10.0	33.3
	25	4	13.3	13.3	46.7
	26	5	16.7	16.7	63.3
	27	3	10.0	10.0	73.3
	28	3	10.0	10.0	83.3
	29	2	6.7	6.7	90.0
	30	1	3.3	3.3	93.3
	31	1	3.3	3.3	96.7
	33	1	3.3	3.3	100.0
	Total	30	100.0	100.0	



Frequencies

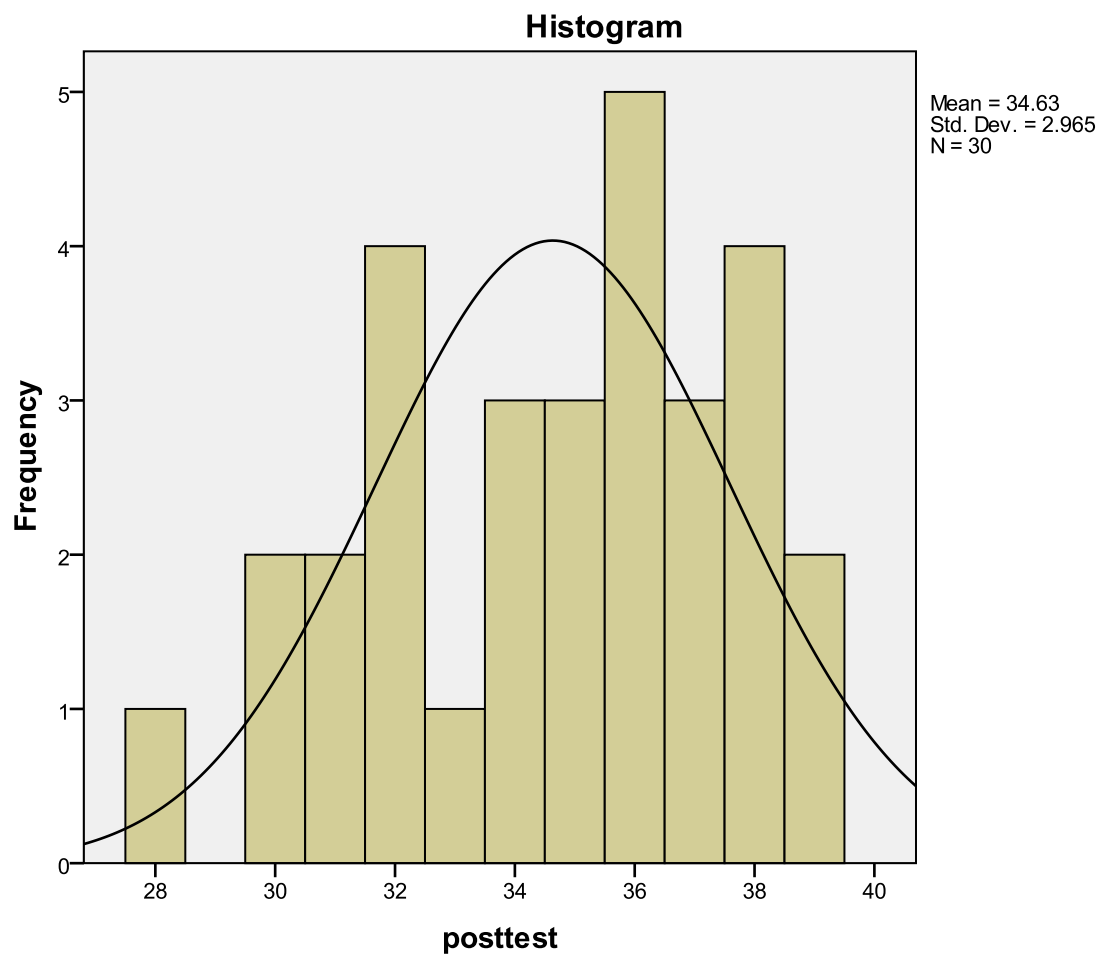
Statistics

posttest

N	Valid	30
	Missing	0
Mean		34.63
Std. Error of Mean		.541
Median		35.00
Mode		36
Std. Deviation		2.965
Variance		8.792
Skewness		-.415
Std. Error of Skewness		.427
Kurtosis		-.726
Std. Error of Kurtosis		.833
Range		11
Minimum		28
Maximum		39
Sum		1039

posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28	1	3.3	3.3	3.3
	30	2	6.7	6.7	10.0
	31	2	6.7	6.7	16.7
	32	4	13.3	13.3	30.0
	33	1	3.3	3.3	33.3
	34	3	10.0	10.0	43.3
	35	3	10.0	10.0	53.3
	36	5	16.7	16.7	70.0
	37	3	10.0	10.0	80.0
	38	4	13.3	13.3	93.3
	39	2	6.7	6.7	100.0
	Total	30	100.0	100.0	



INFERENTIAL STATISTICS NORMALITY TEST

Inferential Statistics

Pre-test

Tests of Normality

perlakuan	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest 1	.112	30	.200(*)	.972	30	.594
2	.169	30	.072	.933	30	.098

* This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Post-test

Tests of Normality

perlakuan	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
posttest 1	.124	30	.200*	.952	30	.187
2	.144	30	.113	.951	30	.183

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

HOMOGENITY TEST

Test of Homogeneity of Variances

pretest

Levene Statistic	df 1	df 2	Sig.
.350	1	58	.557

ANOVA

pretest

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	106.667	1	106.667	6.566	.013
Within Groups	942.267	58	16.246		
Total	1048.933	59			

Test of Homogeneity of Variances

posttest

Levene Statistic	df1	df2	Sig.
7.073	1	58	.087

ANOVA

posttest

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	86.400	1	86.400	13.985	.000
Within Groups	358.333	58	6.178		
Total	444.733	59			

UJI ANCOVA POSTEST (LANJUTAN)

Univariate Analysis of Variance

[DataSet1] D:\Stupidity Labs\Semester 8\Ayo Holland\My Name is Beast\SPSS Hasil\ANCOVA.sav

Between-Subjects Factors

	N
perlakuan 1	30
2	30

Descriptive Statistics

Dependent Variable: posttest

perlakuan	Mean	Std. Deviation	N
1	32.23	1.888	30
2	34.63	2.965	30
Total	33.43	2.746	60

Levene's Test of Equality of Error Variances^a

Dependent Variable: posttest

F	df1	df2	Sig.
1.638	1	58	.206

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+perlakuan+pretest

Tests of Between-Subjects Effects

Dependent Variable: posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	141.150(a)	2	70.575	13.251	.000
Intercept	1275.034	1	1275.034	239.397	.000
pretest	54.750	1	54.750	10.280	.002
classblogeffect	41.606	1	41.606	7.812	.007
Error	303.583	57	5.326		
Total	67512.000	60			
Corrected Total	444.733	59			

a. R Squared = .317 (Adjusted R Squared = .293)

Estimated Marginal Means

Estimates

Dependent Variable: posttest

perlakuan	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1	32.555 ^a	.433	31.687	33.422
2	34.312 ^a	.433	33.445	35.179

a. Covariates appearing in the model are evaluated at the following values: pretest = 23.53.

Pairwise Comparisons

Dependent Variable: posttest

(I) perlakuan	(J) perlakuan	Mean Difference (I-J)	Std. Error	Sig. ^a	95% Confidence Interval for Difference ^a	
					Lower Bound	Upper Bound
1	2	-1.757*	.629	.007	-3.016	-.498
2	1	1.757*	.629	.007	.498	3.016

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

Univariate Tests

Dependent Variable: posttest

	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Contrast	41.606	1	41.606	7.812	.007	.121
Error	303.583	57	5.326			

The F tests the effect of perlakuan. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

Lesson Plan

A. Course Identity

School	: SMP 4 Pakem
Subject	: English
Class / Semester	: VIII / 1
Standard of Competence	: 6. Expressing the meaning of short functional text and simple short essay in the form of <i>descriptive</i> , exposition, and recount texts to interact in surrounding environment and academic context.
Basic Competence	: 6.2 Expressing the meaning and the rhetoric stages of the simple short essays in the form of descriptive texts accurately, fluently, and acceptably to interact with surrounding environment and academic context.
Indicators	: <ol style="list-style-type: none"> 1. The students are able to use grammar, vocabulary, spelling, and punctuation correctly in a descriptive text. 2. The students are able to arrange the correct generic structure of a descriptive text. 3. The students are able to use the general features of a descriptive text. 4. The students are able to write down a descriptive text correctly.
Time Allocation	: 2x35 minutes

B. Objectives :

1. The students are able to write a descriptive text in the correct rhetorical steps with the appropriate grammar, punctuation, vocabulary and spelling.

C. Learning Materials :

1. The descriptive text.

Irfan Bachdim

I am Irfan Bachdim. I am 22 years old. I am a footballer.

My friends tell me that I have a pointed nose, two big black eyes and wavy black hair.

I have a medium body.

My hobbies are music and football. I speak Dutch, English and a little Indonesian.

(Adapted from Theresa Clementson, 2006, 4)

2. The Generic Structure.

- a. The Purpose : to describe a particular place, thing or person.
- b. General Identification: talks about the phenomenon that will be described.
- c. Specific Description : describes parts, qualities and characteristics of the phenomenon.

3. The language features of descriptive text

- a. Related vocabulary: thin, pointed nose, skin, hair, body, age.
- b. Grammar:
 - 1) Noun Phrase (my black eyes)

2) Simple Present Tense (I am a teacher.)

D. Learning Method :

1. Genre-Based

- a. BKOF (Building Knowledge of the Field)
The teacher helps the students to understand the background for a new material.
- b. MOT (Modeling of the Text)
The students learn the model of the text in the correct rhetorical steps with the appropriate grammar, punctuation, vocabulary, and spelling.
- c. JCOT (Joint Construct of the Text)
The students write their text in a group.
- d. ICOT (Independent Construct of the Text)
Each of the students writes their own text individually.

E. Teaching Learning Activities :

(1st Meeting)

1. Opening

- a. Greeting
- b. Checking Attendance
- c. Leading Prayers
- d. Lead in

2. Core

BKOF:

- a. The students pay attention to the pictures of famous people in the class blog.
- b. The students describe their appearance.
- c. The students and the teacher describe the other people.

MOT:

- a. The students work in pairs.
- b. The students look at the picture of the famous people in the class blog.
- c. The students read the text about him/her.
- d. The students make a discussion in the class blog about the content of the text.
- e. The students discuss the difficult vocabulary in the text.
- f. The students listen to the explanation and discuss it in the class blog about the way to describe people's appearance.
- g. The students listen to the explanation of simple present tense and discuss about it.

JCOT:

- a. The students work in a group of three and accomplish the tasks.
- b. The students put the correct punctuation and capitalization to the text using one of the class blog functions and discuss the answers.
- c. Some students present the conclusion of the discussion.
- d. The students separate the text into its text structure and discuss in the class blog.
- e. Some students present the conclusion of the discussion.
- f. The students describe one of his/her group members in writing.

ICOT:

- a. Each of the students writes the description of one of his/her family members.
- b. Each of the students posts it to the class blog and gives a comment to his/her friend writing.
- c. Each of the students revises their writing based on the comments individually.

3. Closing

- a. Summary
- b. The students find the teacher's comments in their work and they may edit their work before the next meeting.

F. Learning Sources

Clemenston, Teresa. 2006. *Reading & Writing Skills – Elementary Resource Book*. Oxford: Oxford University Press.

Forum, English Teaching. 2009. *Reading and Writing Module 2: Describing People and Pictures*. Singapore: SEAMO.

Greenmayer, Bob. 2003. *Elementary Writing Proficiency Test*. Portugal: English International Resource.

G. Evaluation :

1. Technique : Essay
 2. Form : Writing Test
 3. Instrument :
- a. Write the description of one of your family members.

Writing Skill

The students' writing will be assessed using the criteria

Criteria	Score	Aspects	Grade
Content	4	Strong paragraphs ordered to develop story	Exemplary
	3	Ideas appropriately divided into paragraphs with supporting details	Accomplished
	2	Supporting details group into appropriate paragraph	Developing
	1	One paragraph or text divided but not by content	Beginning
Vocabulary	4	Uses related words/ideas easily; suitable words for topic and readers	Exemplary
	3	Uses related words and ideas correctly; varies vocabulary	Accomplished
	2	Attempts to use new key words in description; goes beyond basic vocabulary	Developing
	1	Related words or ideas mentioned; limited vocabulary	Beginning
Spelling	4	No spelling errors	Exemplary
	3	Few spelling errors	Accomplished
	2	Some spelling errors	Developing

	1	Many spelling errors	Beginning
Punctuation	4	Correct punctuation and case throughout; variety used	Exemplary
	3	Minor errors in punctuation and case; variety used	Accomplished
	2	Few punctuation and case errors	Developing
	1	Several punctuation and case errors	Beginning
Grammar	4	No errors in agreement, number and tense.	Exemplary
	3	Few errors in agreement, number and tense.	Accomplished
	2	Some errors in agreement, number and tense.	Developing
	1	Many errors in agreement, number and tense.	Beginning

Source by: Prentice Hall (2005:241-244). The Reading Teacher's Book of Lists.

Every single assessment column has minimal point 1 and maximal point 4.

Maximum Score: 20

Students' Score = Content Score + Vocabulary Score + Punctuation Score + Spelling Score + Grammar Score

H. Follow Up Activity

The students who could not pass the cut score would be provided with a remedial test. The students will get another material to identify which aspects they could not understand well. The other students who have passed this competency should make their own text to make sure they would not face a problem related to these competencies.

Sleman, August 3, 2011

Guru Pembimbing



Prapti Sukartiningsih, S.Pd.
NIP. 196804201998022001

Mahasiswa



Abid A. Mudafi
NIM. 07202244012

Lesson Plan

A. Course Identity

School	: SMP 4 Pakem
Subject	: English
Class / Semester	: VIII / 1
Standard of Competence	: 6. Expressing the meaning of short functional text and simple short essay in the form of descriptive, exposition, and recount texts to interact in surrounding environment and academic context.
Basic Competence	: 6.2 Expressing the meaning and the rhetoric stages of the simple short essays in the form of descriptive texts accurately, fluently, and acceptably to interact with surrounding environment and academic context.
Indicators	: <ol style="list-style-type: none"> 1. The students are able to use grammar, vocabulary, spelling, and punctuation correctly in a descriptive text. 2. The students are able to arrange the correct generic structure of a descriptive text. 3. The students are able to use the general features of a descriptive text. 4. The students are able to write down a descriptive text correctly.
Time Allocation	: 2x35 minutes

B. Objectives :

1. The students are able to write a descriptive text in the correct rhetorical steps with the appropriate grammar, vocabulary, punctuation, and spelling.

C. Learning Materials :

1. The descriptive text.

Palm Spring Resort

This is a resort of the King of Rock n' Roll and his wife, Priscilla. It is in Palm Spring, California.

It has four double bedrooms, saunas and a swimming pool. It costs \$4500 per week. You can rent it for holidays, Elvis fan club meetings, and business events.

(Adapted from Theresa Clementson, 2006, 36)

2. The Generic Structure

- a. The Purpose : to describe a particular place, thing or person.
- b. General Identification: talks about the phenomenon that will be described.
- c. Specific Description : describes parts, qualities and characteristics of the phenomenon.

3. The language features of descriptive text

- a. Related vocabulary: near, next to, good, place, color, environment.
- b. Grammar:

- 1) Noun Phrase (a Buddhist temple)
- 2) Simple Present Tense (Borobudur is a famous temple.)

D. Learning Method:

1. Genre-Based

- a. BKOF (Building Knowledge of the Field)
The teacher helps the students to understand the background for a new material.
- b. MOT (Modeling of the Text)
The students learn the model of the text in the correct rhetorical steps with the appropriate grammar, punctuation, vocabulary, and spelling.
- c. JCOT (Joint Construct of the Text)
The students write their own text in a group.
- d. ICOT (Independent Construct of the Text)
Each of the students writes their own text individually.

E. Teaching Learning Activities :

(2nd Meeting)

1. Opening

- a. Greeting
- b. Checking Attendance
- c. Leading Prayers
- d. Lead in

2. Core

BKOF:

- a. The students pay attention to the pictures of famous place in the class blog.
- b. The students describe the place.
- c. The students and the teacher describe the place.

MOT:

- a. The students work in pairs.
- b. The students pay attention to the picture of the famous place in the class blog.
- c. The students read the text about it.
- d. The students listen to the explanation about the generic structure of the text.
- e. The students discuss the tense of the text in the class blog.
- f. The students make a discussion in the class blog about the content of the text.
- g. The students discuss the difficult vocabulary in the text.
- h. The students listen to the explanation about the way to describe the place.

JCOT:

- a. The students work in a group of three and accomplish the tasks.
- b. The students put the correct commas and full stop to the text using one of the class blog functions and discuss the answers.
- c. Some students present the conclusion of the discussion.
- d. The students separate the text into its text structure and discuss in the class blog.

- e. Some students present in front of the class the conclusion of the discussion.
- f. The students describe one of his/her favorite places in the discussion forum.

ICOT:

- a. Each of the students writes the description of a place to go on holiday.
- b. Each of the students posts it to the class blog and gives a comment to his/her friend writing.
- c. Each of the students revises their writing based on the comments individually.

3. Closing

- a. Summary
- b. The students find the teacher's comments in their work and they may edit their work before the next meeting.

F. Learning Sources

Clemenston, Teresa. 2006. *Reading & Writing Skills – Elementary Resource Book*. Oxford: Oxford University Press.

Forum, English Teaching. 2009. *Reading and Writing Module 2: Describing People and Pictures*. Singapore: SEAMO.

Greenmayer, Bob. 2003. *Elementary Writing Proficiency Test*. Portugal: English International Resource.

G. Evaluation :

- 1. Technique : Essay
- 2. Form : Writing Test
- 3. Instrument :
 - a. Choose a place to go on holiday. Recommend to an English-speaking friend. Give a comment to your friend's writing in blog.

Writing Skill

The students' writing will be assessed using the criteria

Criteria	Score	Aspects	Grade
Content	4	Strong paragraphs ordered to develop story	Exemplary
	3	Ideas appropriately divided into paragraphs with supporting details	Accomplished
	2	Supporting details group into appropriate paragraph	Developing
	1	One paragraph or text divided but not by content	Beginning
Vocabulary	4	Uses related words/ideas easily; suitable words for topic and readers	Exemplary
	3	Uses related words and ideas correctly; varies vocabulary	Accomplished
	2	Attempts to use new key words in description; goes beyond basic vocabulary	Developing
	1	Related words or ideas mentioned; limited vocabulary	Beginning

Spelling	4	No spelling errors	Exemplary
	3	Few spelling errors	Accomplished
	2	Some spelling errors	Developing
	1	Many spelling errors	Beginning
Punctuation	4	Correct punctuation and case throughout; variety used	Exemplary
	3	Minor errors in punctuation and case; variety used	Accomplished
	2	Few punctuation and case errors	Developing
	1	Several punctuation and case errors	Beginning
Grammar	4	No errors in agreement, number and tense.	Exemplary
	3	Few errors in agreement, number and tense.	Accomplished
	2	Some errors in agreement, number and tense.	Developing
	1	Many errors in agreement, number and tense.	Beginning

Source by: Prentice Hall (2005:241-244). The Reading Teacher's Book of Lists.

Every single assessment column has minimal point 1 and maximal point 4.

Maximum Score: 20

Students' Score = Content Score + Vocabulary Score + Punctuation Score + Spelling Score + Grammar Score

H. Follow Up Activity

The students who could not pass the cut score would be provided with a remedial test. The students will get another material to identify which aspects they could not understand well. The other students who have passed this competency should make their own text to make sure they would not face a problem related to these competencies.

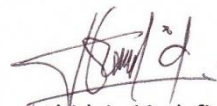
Sleman, August 3, 2011

Guru Pembimbing



Prapti Sukartiningsih, S.Pd.
NIP. 196804201998022001

Mahasiswa



Abid A. Mudafi
NIM. 07202244012

Lesson Plan

A. Course Identity

School	: SMP 4 Pakem
Subject	: English
Class / Semester	: VIII / 1
Standard of Competence	: 6. Expressing the meaning of short functional text and simple short essay in the form of <i>descriptive</i> , exposition, and recount texts to interact in surrounding environment and academic context.
Basic Competence	: 6.2 Expressing the meaning and the rhetoric stages of the simple short essays in the form of descriptive texts accurately, fluently, and acceptably to interact with surrounding environment and academic context.
Indicators	: <ol style="list-style-type: none"> 1. The students are able to use grammar, vocabulary, spelling, and punctuation correctly in a descriptive text. 2. The students are able to arrange the correct generic structure of a descriptive text. 3. The students are able to use the general features of a descriptive text. 4. The students are able to write down a descriptive text correctly.
Time Allocation	: 2x35 minutes

B. Objectives :

1. The students are able to write a descriptive text in the correct rhetorical steps with the appropriate grammar, vocabulary, punctuation and spelling.

C. Learning Materials :

1. The descriptive text.

The Painting

This painting is by Edward Hopper, an American artist. It is called *People in the Sun* and it was painted in 1960.

The picture shows five people outside a house. They are sitting in the chair and enjoying the sun. The man on the left is reading a book. He is wearing a jacket and trousers. There is a woman in the middle of the group of people. She is wearing a hat, a dress, and a scarf. It is very hot day. The sun is shining and there aren't any clouds in the sky. You can see some mountains in the background.

(Adapted from Theresa Clementson, 2006, 50)

2. The Generic Structure

- a. The Purpose : to describe a particular place, thing or person.
 - b. General Identification: talks about the phenomenon that will be described.
 - c. Specific Description : describes parts, qualities and characteristics of the phenomenon.
3. The language features of descriptive text

- a. Related vocabulary: book, jacket, shoes, favorite, collection.
- b. Grammar:
 - 1) Noun Phrase (my favorite thing)
 - 2) Simple Present Tense (My favorite thing is a painting.)

D. Learning Method :

- 1. Genre-based
 - a. BKOF (Building Knowledge of the Field)
The teacher helps the students to understand the background for a new material.
 - b. MOT (Modeling of the Text)
The students learn the model of the text in the correct rhetorical steps with the appropriate grammar, punctuation, vocabulary, and spelling.
 - c. JCOT (Joint Construct of the Text)
The students write their own text in a group.
 - d. ICOT (Independent Construct of the Text)
Each of the students writes their own text individually.

E. Teaching Learning Activities :

(3rd Meeting)

1. Opening

- a. Greeting
- b. Checking Attendance
- c. Leading Prayers
- d. Lead in

2. Core

BKOF:

- a. The students pay attention to the pictures of an object in the class blog.
- b. The students describe their appearance.
- c. The students and the teacher describe another object.

MOT:

- a. The students work in pairs.
- b. The students look at the picture of an object in the class blog.
- c. The students read the text about it.
- d. The students make a discussion in the class blog about the content of the text.
- e. The students discuss the difficult vocabulary in the text.
- f. The students listen to the explanation about the way to describe the favorite thing.
- g. The students discuss the adjectives order in the class blog.

JCOT:

- a. The students work in a group of three and accomplish the tasks.
- b. The students rearrange the words into the correct sentences using one of the class blog functions and discuss the answers.
- c. Some students present the conclusion of the discussion.

- d. The students separate the text into its text structure and discuss in the class blog.
- e. Some students present the conclusion of the discussion.
- f. The students describe one of his/her friend's favorite things in writing.

ICOT:

- a. Each of the students writes the description of one of his/her favorite things.
- b. Each of the students posts it to the class blog and gives a comment to his/her friend writing.
- c. Each of the students revises their writing based on the comments individually.

3. Closing

- a. Summary
- b. The students find the teacher's comments in their work and they may edit their work before the next meeting.

F. Learning Sources

Clemenston, Teresa. 2006. *Reading & Writing Skills – Elementary Resource Book*.

Oxford: Oxford University Press.

Forum, English Teaching. 2009. *Reading and Writing Module 2: Describing People and Pictures*. Singapore: SEAMO.

Greenmayer, Bob. 2003. *Elementary Writing Proficiency Test*. Portugal: English International Resource.

G. Evaluation :

- 1. Technique : Essay
- 2. Form : Writing Test
- 3. Instrument :
 - a. *Choose your favorite thing and describe it to an English-speaking friend.*
 - Give a comment to your friend's writing in blog and guess what it is.*

Writing Skill

The students' writing will be assessed using the criteria

Criteria	Score	Aspects	Grade
Content	4	Strong paragraphs ordered to develop story	Exemplary
	3	Ideas appropriately divided into paragraphs with supporting details	Accomplished
	2	Supporting details group into appropriate paragraph	Developing
	1	One paragraph or text divided but not by content	Beginning
Vocabulary	4	Uses related words/ideas easily; suitable words for topic and readers	Exemplary
	3	Uses related words and ideas correctly; varies vocabulary	Accomplished
	2	Attempts to use new key words in description; goes beyond basic vocabulary	Developing
	1	Related words or ideas mentioned; limited vocabulary	Beginning

Spelling	4	No spelling errors	Exemplary
	3	Few spelling errors	Accomplished
	2	Some spelling errors	Developing
	1	Many spelling errors	Beginning
Punctuation	4	Correct punctuation and case throughout; variety used	Exemplary
	3	Minor errors in punctuation and case; variety used	Accomplished
	2	Few punctuation and case errors	Developing
	1	Several punctuation and case errors	Beginning
Grammar	4	No errors in agreement, number and tense.	Exemplary
	3	Few errors in agreement, number and tense.	Accomplished
	2	Some errors in agreement, number and tense.	Developing
	1	Many errors in agreement, number and tense.	Beginning

Source by: Prentice Hall (2005:241-244). The Reading Teacher's Book of Lists.

Every single assessment column has minimal point 1 and maximal point 4.

Maximum Score: 20

Students' Score = Content Score + Vocabulary Score + Punctuation Score + Spelling Score + Grammar Score

H. Follow Up Activity

The students who could not pass the cut score would be provided with a remedial test. The students will get another material to identify which aspects they could not understand well. The other students who have passed this competency should make their own text to make sure they would not face a problem related to these competencies.

Sleman, August 3, 2011

Guru Pembimbing



Prapti Sukartiningsih, S.Pd.
NIP. 196804201998022001

Mahasiswa



Abid A. Mudafi
NIM. 07202244012

Lesson Plan

A. Course Identity

School	: SMP 4 Pakem
Subject	: English
Class / Semester	: VIII / 1
Standard of Competence	: 6. Expressing the meaning of short functional text and simple short essay in the form of descriptive, exposition, and recount texts to interact in surrounding environment and academic context.
Basic Competence	: 6.2 Expressing the meaning and the rhetoric stages of the simple short essays in the form of <i>recount</i> texts accurately, fluently, and acceptably to interact with surrounding environment and academic context.
Indicators	: <ol style="list-style-type: none"> 1. The students are able to use grammar, vocabulary, spelling, and punctuation correctly in a recount text. 2. The students are able to arrange the correct generic structure of a recount text. 3. The students are able to identify the general features of a recount text. 4. The students are able to write down the recount text correctly.
Time Allocation	: 2x35 minutes

B. Objectives :

1. The students are able to write a personal recount text in the correct rhetorical steps with the appropriate grammar, vocabulary, punctuation, and spelling.

C. Learning Materials:

1. The recount text.

Our Trip to the Blue Mountain

On Friday, we went to the Blue Mountains. We stayed at David and Della's house. It had a big garden with lots of colorful flowers and a tennis court.

On Saturday we saw the three sisters and went on the scenic railway. It was scary. Then, Mammy and I went shopping with Della. We went to some antique shops and I tried on some old hats.

On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower. In the afternoon, we went home.

(Source by: <http://thinkquantum.wordpress.com/>)

2. The Generic Structure

- a. Orientation: identify a person or thing acted in event, including the time, a certain place, the situation, etc.
- b. A sequence of events: ordered in a chronological sequence.
- c. Conclusion: not always (optional), it contains personal comments.

3. The language features of a recount text

- a. Related vocabulary: then, first, finally, strong, happy, join, look, finish.
- b. Grammar:
 - 1) Connecting Words (first, then, next, after)
 - 2) Simple Past Tense (We went to the mountain last week.)

D. Learning Method:

1. Genre Based

- a. BKOF (Building Knowledge of the Field)
The teacher helps the students to understand the background for a new material.
- b. MOT (Modeling of the Text)
The students learn the model of the text in the correct rhetorical steps with the appropriate grammar, punctuation, vocabulary, and spelling.
- c. JCOT (Joint Construct of the Text)
The students write their own text in a group.
- d. ICOT (Independent Construct of the Text)
Each of the students writes their own text individually.

E. Teaching Learning Activities:

(1st Meeting)

1. Opening

- a. Greeting
- b. Checking Attendance
- c. Leading Prayers
- d. Lead in

2. Core

BKOF:

- a. The students are asked to tell the story about their exciting moment.
- b. The students tell the story about their exciting moment.
- c. The students and the teacher discuss the exciting moment in the class blog.

MOT:

- a. The students work in pairs.
- b. The students pay attention to the text about “Our Trip to the Blue Mountain”.
- c. The students read the text about it.
- d. The students have a discussion about the generic structure of the text in the class blog.
- e. The students discuss the difficult vocabulary in the text and past tense.
- f. The students listen to the explanation about the way to tell the exciting moment.

JCOT:

- a. The students work in a group of three and accomplish the tasks.
- b. The students put the correct punctuation to the text using the class blog’s tool and discuss the answers.
- c. Some students present the conclusion of the discussion.

- d. The students separate the text into its text structure and discuss it in the class blog.
- e. Some students present the conclusion of the discussion.
- f. The students prepare a draft about their exciting moment using the form in the class blog.

ICOT:

- a. Each of the students writes their exciting moment.
- b. Each of the students posts it to the class blog and gives a comment to his/her friend writing.
- c. Each of the students revises their writing based on the comments individually.

3. Closing

- a. Summary
- b. The students find the teacher's comments in their work and they may edit their work before the next meeting.

F. Learning Sources

Clemenston, Teresa. 2006. *Reading & Writing Skills – Elementary Resource Book*. Oxford: Oxford University Press.

Granger, Colin. 2005. *Let's Talk for Junior High School*. London: British Council.

Greenmayer, Bob. 2003. *Elementary Writing Proficiency Test*. Portugal: English International Resource.

G. Evaluation :

1. Technique : Essay
2. Form : Writing Test
3. Instrument :
 - a. *Write a paragraph (or several sentences) about your exciting moment using the supporting details that you wrote in the box.*

Writing Skill

The students' writing will be assessed using the criteria

Criteria	Score	Aspects	Grade
Content	4	Strong paragraphs ordered to develop story	Exemplary
	3	Ideas appropriately divided into paragraphs with supporting details	Accomplished
	2	Supporting details group into appropriate paragraph	Developing
	1	One paragraph or text divided but not by content	Beginning
Vocabulary	4	Uses related words/ideas easily; suitable words for topic and readers	Exemplary
	3	Uses related words and ideas correctly; varies vocabulary	Accomplished
	2	Attempts to use new key words in description; goes beyond basic vocabulary	Developing
	1	Related words or ideas mentioned; limited vocabulary	Beginning

Spelling	4	No spelling errors	Exemplary
	3	Few spelling errors	Accomplished
	2	Some spelling errors	Developing
	1	Many spelling errors	Beginning
Punctuation	4	Correct punctuation and case throughout; variety used	Exemplary
	3	Minor errors in punctuation and case; variety used	Accomplished
	2	Few punctuation and case errors	Developing
	1	Several punctuation and case errors	Beginning
Grammar	4	No errors in agreement, number and tense.	Exemplary
	3	Few errors in agreement, number and tense.	Accomplished
	2	Some errors in agreement, number and tense.	Developing
	1	Many errors in agreement, number and tense.	Beginning

Source by: Prentice Hall (2005:241-244). The Reading Teacher's Book of Lists.

Every single assessment column has minimal point 1 and maximal point 4.

Maximum Score: 20

Students' Score = Content Score + Vocabulary Score + Punctuation Score + Spelling Score + Grammar Score

H. Follow Up Activity

The students who could not pass the cut score would be provided with a remedial test. The students will get another material to identify which aspects they could not understand well. The other students who have passed this competency should make their own text to make sure they would not face a problem related to these competencies.

Sleman, August 3, 2011

Guru Pembimbing



Prapti Sukartiningsih, S.Pd.
NIP. 196804201998022001

Mahasiswa



Abid A. Mudafi
NIM. 07202244012

Lesson Plan

A. Course Identity

School	: SMP 4 Pakem
Subject	: English
Class / Semester	: VIII / 1
Standard of Competence	: 6. Expressing the meaning of short functional text and simple short essay in the form of descriptive, exposition, and recount texts to interact in surrounding environment and academic context.
Basic Competence	: 6.2 Expressing the meaning and the rhetoric stages of the simple short essays in the form of <i>recount</i> texts accurately, fluently, and acceptably to interact with surrounding environment and academic context.
Indicators	: <ol style="list-style-type: none"> 1. The students are able to use grammar, vocabulary, spelling, and punctuation correctly in a recount text. 2. The students are able to arrange the correct generic structure of a recount text. 3. The students are able to identify the general features of a recount text. 4. The students are able to write down the recount text correctly.
Time Allocation	: 2x35 minutes

B. Objectives :

1. The students are able to write a personal recount text in the correct rhetorical steps with the appropriate grammar, vocabulary, punctuation and spelling.

C. Learning Materials:

1. The recount text.

The Football Competition

When I **was** in the Junior High School, I **joined** two clubs. They **were** the Football Club and the Karate Club. I **joined** those clubs because I love sports, especially football and karate. I **had** football **on** Sunday mornings and Karate **on** Mondays at 4 p.m.

One day my football club **joined** a football competition. There **were** eight clubs joining the competition. **At first**, our club **won** the match. **Then**, we **had** to defeat one club to get to the final. Fortunately, we **won** again. After those two matches, we **had** lunch in the cafeteria. We **were** so impatient to play in the last game. It **was** the hard one because our opponent **was** very tough. **Finally**, we **won** the game with a nice score of 3-2.

We **were** so tired. However, we **were** happy and proud to be the winner of the competition. It **was** a very interesting competition in my experience.

(Source by: <http://www.slideshare.net/darmawanbudisatriya/>)

2. The Generic Structure
 - a. Orientation: identify a person or thing acted in event, including the time, a certain place, the situation, etc.
 - b. A sequence of events: ordered in a chronological sequence.
 - c. Conclusion: not always (optional), it contains personal comments.
3. The language features of a recount text
 - a. Related vocabulary: win, defeat, join, match competition, game.
 - b. Grammar:
 - 1) Connecting Words (when, then, on, at first, finally)
 - 2) Simple Past Tense (I joined two clubs.)

D. Learning Method :

1. Genre Based
 - a. BKOF (Building Knowledge of the Field)
The teacher helps the students to understand the background for a new material.
 - b. MOT (Modeling of the Text)
The students learn the model of the text in the correct rhetorical steps with the appropriate grammar, punctuation, vocabulary, and spelling.
 - c. JCOT (Joint Construct of the Text)
The students write their own text in a group.
 - d. ICOT (Independent Construct of the Text)
The students write their own text individually.

E. Teaching Learning Activities:
(2nd Meeting)

1. Opening
 - a. Greeting
 - b. Checking Attendance
 - c. Leading Prayers
 - d. Lead in
2. Core

BKOF:

 - a. The students are asked to tell the story about their unforgettable moment.
 - b. The students tell the story about the unforgettable moment in the class blog.
 - c. The students and the teacher discuss the unforgettable moment in the class blog.

MOT:

 - a. The students work in pairs.
 - b. The students pay attention to the text about “The Football Competition”.
 - c. The students read the text about it.
 - d. The students have a discussion about the generic structure of the text in the class blog.
 - e. The students discuss the difficult vocabulary in the text and the connecting words.
 - f. The students listen to the explanation about the way to write the exciting moment.

JCOT:

- a. The students work in a group of three and accomplish the tasks.
- b. The students rearrange the words into a correct sentence and post it to the class blog and discuss the answers.
- c. Some students the conclusion of the discussion.
- d. The students separate the text into its text structure and discuss it in the class blog.
- e. Some students the conclusion of the discussion.
- f. The students prepare a draft about their unforgettable moment using the form in the class blog.

ICOT:

- a. Each of the students writes their unforgettable moment.
- b. Each of the students posts it to the class blog and gives a comment to his/her friend writing.
- c. Each of the students revises their writing based on the comments individually.

3. Closing

- a. Summary
- b. The students find the teacher's comments in their work and they may edit their work before the next meeting.

F. Learning Sources

Clemenston, Teresa. 2006. *Reading & Writing Skills – Elementary Resource Book*. Oxford: Oxford University Press.

Granger, Colin. 2005. *Let's Talk for Junior High School*. London: British Council.

Greenmayer, Bob. 2003. *Elementary Writing Proficiency Test*. Portugal: English International Resource.

G. Evaluation :

1. Technique : Essay
2. Form : Writing Test
3. Instrument :
 - a. *Write a story about your unforgettable moment.*

Writing Skill

The students' writing will be assessed using the criteria

Criteria	Score	Aspects	Grade
Content	4	Strong paragraphs ordered to develop story	Exemplary
	3	Ideas appropriately divided into paragraphs with supporting details	Accomplished
	2	Supporting details group into appropriate paragraph	Developing
	1	One paragraph or text divided but not by content	Beginning
Vocabulary	4	Uses related words/ideas easily; suitable words for topic and readers	Exemplary

	3	Uses related words and ideas correctly; varies vocabulary	Accomplished
	2	Attempts to use new key words in description; goes beyond basic vocabulary	Developing
	1	Related words or ideas mentioned; limited vocabulary	Beginning
Spelling	4	No spelling errors	Exemplary
	3	Few spelling errors	Accomplished
	2	Some spelling errors	Developing
	1	Many spelling errors	Beginning
Punctuation	4	Correct punctuation and case throughout; variety used	Exemplary
	3	Minor errors in punctuation and case; variety used	Accomplished
	2	Few punctuation and case errors	Developing
	1	Several punctuation and case errors	Beginning
Grammar	4	No errors in agreement, number and tense.	Exemplary
	3	Few errors in agreement, number and tense.	Accomplished
	2	Some errors in agreement, number and tense.	Developing
	1	Many errors in agreement, number and tense.	Beginning

Source by: Prentice Hall (2005:241-244). The Reading Teacher's Book of Lists.

Every single assessment column has minimal point 1 and maximal point 4.

Maximum Score: 20

Students' Score = Content Score + Vocabulary Score + Punctuation Score + Spelling Score + Grammar Score

H. Follow Up Activity

The students who could not pass the cut score would be provided with a remedial test.

The students will get another material to identify which aspects they could not understand well. The other students who have passed this competency should make their own text to make sure they would not face a problem related to these competencies.

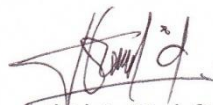
Sleman, August 3, 2011

Guru Pembimbing



Prapti Sukartiningsih, S.Pd.
NIP. 196804201998022001

Mahasiswa



Abid A. Mudafi
NIM. 07202244012

Lesson Plan

A. Course Identity

School	: SMP 4 Pakem
Subject	: English
Class / Semester	: VIII / 1
Standard of Competence	: 6. Expressing the meaning of short functional text and simple short essay in the form of descriptive, exposition, and recount texts to interact in surrounding environment and academic context.
Basic Competence	: 6.2 Expressing the meaning and the rhetoric stages of the simple short essays in the form of <i>recount</i> texts accurately, fluently, and acceptably to interact with surrounding environment and academic context.
Indicators	: <ol style="list-style-type: none"> 1. The students are able to use grammar, vocabulary, spelling, and punctuation correctly in a recount text. 2. The students are able to arrange the correct generic structure of a recount text. 3. The students are able to identify the general features of a recount text. 4. The students are able to write down the recount text correctly.
Time Allocation	: 2x35 minutes

B. Objectives :

1. The students are able to write a personal recount text in the correct rhetorical steps with the appropriate grammar, vocabulary, punctuation and spelling.

C. Learning Materials:

1. The recount text.

The Football Competition

When I **was** in the Junior High School, I **joined** two clubs. They **were** the Football Club and the Karate Club. I **joined** those clubs because I love sports, especially football and karate. I **had** football **on** Sunday mornings and Karate **on** Mondays at 4 p.m.

One day my football club **joined** a football competition. There **were** eight clubs joining the competition. **At first**, our club **won** the match. **Then**, we **had** to defeat one club to get to the final. Fortunately, we **won** again. After those two matches, we **had** lunch in the cafeteria. We **were** so impatient to play in the last game. It **was** the hard one because our opponent **was** very tough. **Finally**, we **won** the game with a nice score of 3-2.

We **were** so tired. However, we **were** happy and proud to be the winner of the competition. It **was** a very interesting competition in my experience.

(Source by: <http://www.slideshare.net/darmawanbudisatriya/>)

2. The Generic Sturcture

- a. Orientation: identify a person or thing acted in event, including the time, a certain place, the situation, etc.
- b. A sequence of events: ordered in a chronological sequence.
- c. Conclusion: not always (optional), it contains personal comments.
- 3. The language features of a recount text
 - a. Related vocabulary: *then, first, finally, strong, happy, join, look, finish.*
 - b. Grammar:
 - 1) Connecting Words (first, then, next, after)
 - 2) Simple Past Tense (We went to the mountain last week.)

D. Learning Method :

1. Genre Based

- a. BKOF (Building Knowledge of the Field)
The teacher helps the students to understand the background for a new material.
- b. MOT (Modeling of the Text)
The students learn the model of the text in the correct rhetorical steps with the appropriate grammar, punctuation, vocabulary, and spelling.
- c. JCOT (Joint Construct of the Text)
The students write their own text in a group.
- d. ICOT (Independent Construct of the Text)
The students write their own text individually.

E. Teaching Learning Activities:

(3rd Meeting)

1. Opening

- a. Greeting
- b. Checking Attendance
- c. Leading Prayers
- d. Lead in

2. Core

BKOF:

- a. The students are asked to tell their past experiences in the class blog.
- b. The students tell their past experience in the class blog.
- c. The students and the teacher discuss their past experience in the class blog.

MOT:

- a. The students work in pairs.
- b. The students pay attention to the text about “The Football Competition”.
- c. The students read the text about it.
- d. The students make a discussion about the content of the text in the class blog.
- e. Some students present the conclusion of the discussion.
- f. The students discuss the difficult vocabulary in the text and the connecting words.
- g. The students listen to the explanation about the way to tell their past experiences.

JCOT:

- a. The students work in a group of three and accomplish the tasks from the teacher.
- b. The students write another paragraph about the unforgettable moment using the right connecting words.
- c. The students discuss their paragraph with the teacher in the class blog.
- d. Some students present in front of the class the conclusion of the discussion.
- e. The students separate the text into its text structure and discuss it in the class blog.
- f. Some students present in front of the class the conclusion of the discussion.
- g. The students prepare a draft of writing about their special experience.

ICOT:

- a. Each of the students writes their special experience.
- b. Each of the students gives a comment to his/her friend writing.
- c. Each of the students revises their writing based on the comments individually.

3. Closing

- a. Summary
- b. The students find the teacher's comments in their work and they may edit their work before the next meeting.

F. Learning Sources

Clemenston, Teresa. 2006. *Reading & Writing Skills – Elementary Resource Book*. Oxford: Oxford University Press.

Granger, Colin. 2005. *Let's Talk for Junior High School*. London: British Council.

Greenmayer, Bob. 2003. *Elementary Writing Proficiency Test*. Portugal: English International Resource.

G. Evaluation :

1. Technique : Essay
2. Form : Writing Test
3. Instrument :

a. *Write a story about your special experience and post it to the blog.*

Writing Skill

The students' writing will be assessed using the criteria

Criteria	Score	Aspects	Grade
Content	4	Strong paragraphs ordered to develop story	Exemplary
	3	Ideas appropriately divided into paragraphs with supporting details	Accomplished
	2	Supporting details group into appropriate paragraph	Developing
	1	One paragraph or text divided but not by content	Beginning
Vocabulary	4	Uses related words/ideas easily; suitable words for topic and readers	Exemplary
	3	Uses related words and ideas correctly; varies vocabulary	Accomplished

	2	Attempts to use new key words in description; goes beyond basic vocabulary	Developing
	1	Related words or ideas mentioned; limited vocabulary	Beginning
Spelling	4	No spelling errors	Exemplary
	3	Few spelling errors	Accomplished
	2	Some spelling errors	Developing
	1	Many spelling errors	Beginning
Punctuation	4	Correct punctuation and case throughout; variety used	Exemplary
	3	Minor errors in punctuation and case; variety used	Accomplished
	2	Few punctuation and case errors	Developing
	1	Several punctuation and case errors	Beginning
Grammar	4	No errors in agreement, number and tense.	Exemplary
	3	Few errors in agreement, number and tense.	Accomplished
	2	Some errors in agreement, number and tense.	Developing
	1	Many errors in agreement, number and tense.	Beginning

Source by: Prentice Hall (2005:241-244). The Reading Teacher's Book of Lists.

Every single assessment column has minimal point 1 and maximal point 4.

Maximum Score: 20

Students' Score = Content Score + Vocabulary Score + Punctuation Score + Spelling Score + Grammar Score

H. Follow Up Activity

The students who could not pass the cut score would be provided with a remedial test.

The students will get another material to identify which aspects they could not understand well. The other students who have passed this competency should make their own text to make sure they would not face a problem related to these competencies.

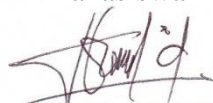
Sleman, August 3, 2011

Guru Pembimbing



Prapti Sukartiningsih, S.Pd.
NIP. 196804201998022001

Mahasiswa



Abid A. Mudafi
NIM. 07202244012

COURSE GRID

SCHOOL : SMP NEGERI 4 PAKEM

SUBJECT : ENGLISH

CLASS/SEMESTER : VIII/1

STANDARD OF COMPETENCE : 6. Expressing the meaning of short functional text and simple short essay in the form of *descriptive* texts to interact in surrounding environment and academic context.

BASIC COMPETENCE : 6.2 Expressing the meaning and the rhetoric stages of the simple short essays in the form of descriptive, exposition and recount texts accurately, fluently, and acceptably to interact with surrounding environment and academic context.

TIME ALLOCATION : 6x35 minutes

INDICATORS	TOPIC	TEACHING MATERIALS			LEARNING ACTIVITIES	TIME	SCORING	
		Functional Text	Generic Structure	Language Features			Technique	Form
1. Using grammar, vocabulary, spelling, and punctuation correctly in descriptive text. 2. Arranging the correct generic structure of descriptive text. 3. Using general features of descriptive text. 4. Writing down the	The Famous People	Descriptive	<p><i>The Purpose:</i> to describe a particular place, thing or person.</p> <p><i>General Identification:</i> talks about the phenomenon that will be described.</p> <p><i>Specific Description:</i> describes parts,</p>	<p>Related vocabulary: thin, pointed nose, skin, hair, body, age etc.</p> <p>Grammar: Noun Phrase (my black eyes) and Simple Present Tense (I am a teacher.)</p>	<p>BKOF:</p> <p>a. The students pay attention to the pictures of famous people in the class blog.</p> <p>b. The students describe their appearance.</p> <p>c. The students and the teacher describe the other people.</p> <p>MOT:</p> <p>a. The students work in pairs.</p> <p>b. The students look at the picture of the famous people in the class blog.</p> <p>c. The students read the</p>	2x35 minutes	Essay	Written

descriptive text correctly.			qualities and characteristics of the phenomenon.		<p>text about him/her.</p> <p>d. The students make a discussion in the class blog about the content of the text.</p> <p>e. The students discuss the difficult vocabulary of the text.</p> <p>f. The students listen to the explanation about the way to describe people's appearance.</p> <p>g. The students listen to the explanation of simple present tense.</p> <p>JCOT:</p> <p>a. The students work in a group of three and accomplish the tasks.</p> <p>b. The students put the correct punctuation and capitalization to the text using one of the class blog functions and discuss the answer.</p> <p>c. Some students present the conclusion of the discussion.</p> <p>d. The students separate the text into its text structure and discuss in the class blog.</p> <p>e. Some students present</p>			
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					<p>the conclusion of the discussion.</p> <p>f. The students describe one of his/her group members in writing.</p> <p>ICOT:</p> <p>a. Each of the students writes the description of one of his/her family members.</p> <p>b. Each of the students posts it to the class blog and gives a comment to his/her friend writing.</p> <p>c. Each of the students revises their writing based on the comments individually.</p>			
<p>1. Using grammar, vocabulary, spelling, and punctuation correctly in descriptive text.</p> <p>2. Arranging the correct generic structure of descriptive text.</p> <p>3. Using</p>	The Famous Place	Descriptive	<p><i>The Purpose:</i> to describe a particular place, thing or person.</p> <p><i>General Identification:</i> talks about the phenomenon that will be described.</p>	<p>Related vocabulary: near, next to, good, place, color, environment, etc.</p> <p>Grammar: Noun Phrase (a Buddhist temple) and Simple Present Tense (Borobudur is a famous temple.)</p>	<p>BKOF:</p> <p>a. The students pay attention to the pictures of famous place in the class blog.</p> <p>b. The students describe the place.</p> <p>c. The students and the teacher describe another place.</p> <p>MOT:</p> <p>a. The students work in</p>	2x35 minutes	Essay	Written

<p>general features of descriptive text.</p> <p>4. Writing down the descriptive text correctly.</p>			<p><i>Specific Description:</i> describes parts, qualities and characteristics of the phenomenon.</p>		<p>pairs.</p> <p>b. The students look at the picture of the famous place in the class blog.</p> <p>c. The students read the text about it.</p> <p>d. The students listen to the explanation about the generic structure of the text.</p> <p>e. The students discuss the tense of the text in the class blog.</p> <p>f. The students make a discussion in the class blog about the content of the text.</p> <p>g. The students discuss the difficult vocabulary in the text.</p> <p>h. The students listen to the explanation about the way to describe the place.</p> <p>JCOT:</p> <p>a. The students work in a group of three and accomplish the tasks.</p> <p>b. The students put the correct commas and full stop to the text using one of the class blog functions and discuss the answers.</p> <p>c. Some students present</p>			
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					<p>the conclusion of the discussion.</p> <p>d. The students separate the text into its text structure and discuss in the class blog.</p> <p>e. Some students present the conclusion of the discussion.</p> <p>f. The students describe one of his/her favorite places in writing.</p> <p>ICOT:</p> <p>a. Each of the students writes the description of a place to go on holiday.</p> <p>b. Each of the students a comment to his/her friend writing.</p> <p>c. Each of the students revises their writing based on the comments individually.</p>			
<p>1. Using grammar, vocabulary, spelling, and punctuation correctly in descriptive text.</p> <p>2. Arranging the correct</p>	The Famous Place	Descriptive	<p><i>The Purpose:</i> to describe a particular place, thing or person.</p> <p><i>General Identification:</i> talks about</p>	<p>Related vocabulary: book, jacket, shoes, favorite, collection etc.</p> <p>Grammar: Noun Phrase (my favorite thing)</p>	<p>BKOF:</p> <p>a. The students pay attention to the pictures of an object in the class blog.</p> <p>b. The students describe their appearance.</p> <p>c. The students and the teacher describe another object.</p>	2x35 minutes	Essay	Written

<p>generic structure of descriptive text.</p> <p>3. Using general features of descriptive text.</p> <p>4. Writing down the descriptive text correctly.</p>			<p>the phenomenon that will be described.</p> <p><i>Specific Description:</i> describes parts, qualities and characteristics of the phenomenon.</p>	<p>and Simple Present Tense (My favorite thing is a painting.)</p>	<p>MOT:</p> <ul style="list-style-type: none"> a. The students work in pairs. b. The students look at the picture of a thing in the class blog. c. The students read the text about it. d. The students make a discussion in the class blog about the content of the text. e. The students discuss the difficult vocabulary in the text. f. The students listen to the explanation about the way to describe the favorite thing. g. The students listen to the explanation of adjectives order. <p>JCOT:</p> <ul style="list-style-type: none"> a. The students work in a group of three and accomplish the tasks. b. The students rearrange the words into the correct sentences using one of the class blog functions and discuss the answers. c. Some students present the conclusion of the 			
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					<p>discussion.</p> <p>d. The students separate the text into its text structure and discuss in the class blog.</p> <p>e. Some students present the conclusion of the discussion.</p> <p>f. The students describe one of his/her friend's favorite things in writing.</p> <p>ICOT:</p> <p>a. Each of the students writes the description of one of his/her favorite things.</p> <p>b. Each of the students gives a comment to his/her friend writing.</p> <p>c. Each of the students revises their writing based on the comments individually.</p>			
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Learning Sources:

Clemenston, Teresa. 2006. *Reading & Writing Skills – Elementary Resource Book*. Oxford: Oxford University Press.

Forum, English Teaching. 2009. *Reading and Writing Module 2: Describing People and Pictures*. Singapore: SEAMO.

Greenmayer, Bob. 2003. *Elementary Writing Proficiency Test*. Portugal: English International Resource.

COURSE GRID

SCHOOL	: SMP NEGERI 4 PAKEM
SUBJECT	: ENGLISH
CLASS/SEMESTER	: VIII/1
STANDARD OF COMPETENCE	: 6. Expressing the meaning of short functional text and simple short essay in the form of <i>descriptive</i> texts to interact in surrounding environment and academic context.
BASIC COMPETENCE	: 6.2 Expressing the meaning and the rhetoric stages of the simple short essays in the form of descriptive, exposition and recount texts accurately, fluently, and acceptably to interact with surrounding environment and academic context.
TIME ALLOCATION	: 6x35 minutes

INDICATORS	TOPIC	TEACHING MATERIALS			LEARNING ACTIVITIES	TIME	SCORING	
		Functional Text	Generic Structure	Language Features			Technique	Form
1. Using grammar, vocabulary, spelling, and punctuation correctly in the recount text. 2. Arranging the correct generic structure of a recount text. 3. Using general features of a recount text. 4. Writing down a recount	The Exciting Moment	Recount	Orientation: identify a person or thing acted in event, including the time, a certain place, the situation, etc. A sequence of events: ordered in a chronological sequence. Conclusion: not always	Related vocabulary: then, first, finally, strong, happy, join, look, finish, etc. Grammar: Connecting Words (first, then, next, after) and Simple Past Tense (We went to the	BKOF: a. The students are asked to tell the story about their exciting moment. b. The students listen to the explanation about the purpose and generic structure of the text. c. The students and the teacher discuss the exciting moment in the class blog. MOT: a. The students work in pairs. b. The students pay attention to the text about “Our Trip to the Blue Mountain”. c. The students read the text about it.	2x35 minutes	Essay	Written

text correctly.			(optional), it contains personal comments.	mountain last week.)	<p>d. The students have a discussion about the generic structure of the text in the class blog.</p> <p>e. The students discuss the difficult vocabulary in the text and past tense.</p> <p>f. The students listen to the explanation about the way to tell the exciting moment.</p> <p>JCOT:</p> <p>a. The students work in a group of three and accomplish the tasks.</p> <p>b. The students put the correct punctuation to the text using the class blog's tool.</p> <p>c. Some students present the conclusion of the discussion.</p> <p>d. The students separate the text into its text structure and discuss it in the class blog.</p> <p>e. Some students present the conclusion of the discussion.</p> <p>f. The students prepare a draft about their exciting moment using the form in the class blog.</p> <p>ICOT:</p> <p>a. Each of the students writes their exciting moment.</p> <p>b. Each of the students posts it to</p>			
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					the class blog and gives a comment to his/her friend writing. c. Each of the students revises their writing based on the comments individually.			
1. Using grammar, vocabulary, spelling, and punctuation correctly in the recount text. 2. Arranging the correct generic structure of a recount text. 3. Using general features of a recount text. 4. Writing down a recount text correctly.	The Unforgettable Moment	Recount	Orientation: identify a person or thing acted in event, including the time, a certain place, the situation, etc. A sequence of events: ordered in a chronological sequence. Conclusion: not always (optional), it contains personal comments.	Related vocabulary: win, defeat, join, match, competition, game etc. Grammar: Connecting Words (when, then, on, at first, finally) and Simple Past Tense (I joined two clubs.)	BKOF: a. The students are asked to tell the story about their unforgettable moment. b. The students tell their unforgettable moment in the class blog. c. The students and the teacher discuss the unforgettable moment in the class blog. MOT: a. The students work in pairs. b. The students pay attention to the text about "The Football Competition". c. The students read the text about it. d. The students have a discussion about the generic structure of the text in the class blog. e. The students discuss the difficult vocabulary in the text and the connecting words. f. The students listen to the	2x35 minutes	Essay	Written

					<p>explanation about the way to write the unforgettable moment.</p> <p>JCOT:</p> <ol style="list-style-type: none"> The students work in a group of three and accomplish the tasks. The students rearrange the words into a correct sentence and post it to the class blog. Some students present the conclusion of the discussion. The students separate the text into its text structure and discuss it in the class blog. Some students present the conclusion of the discussion. The students prepare a draft about their unforgettable moment using the form in the class blog. <p>ICOT:</p> <ol style="list-style-type: none"> Each of the students writes their unforgettable moment. Each of the students posts it to the class blog and gives a comment to his/her friend writing. Each of the students revises their writing based on the comments individually. 			
1. Using grammar,	The Exciting	Recount	Orientation: identify a	Related vocabulary:	<p>BKOF:</p> <ol style="list-style-type: none"> The students are asked to tell 	2x35 minutes	Essay	Written

<p>vocabulary, spelling, and punctuation correctly in the recount text.</p> <p>2. Arranging the correct generic structure of a recount text.</p> <p>3. Using general features of a recount text.</p> <p>4. Writing down a recount text correctly.</p>	Moment		<p>person or thing acted in event, including the time, a certain place, the situation, etc.</p> <p>A sequence of events: ordered in a chronological sequence.</p> <p>Conclusion: not always (optional), it contains personal comments.</p>	<p>then, first, finally, strong, happy, join, look, finish, etc.</p> <p>Grammar: Connecting Words (first, then, next, after) and Simple Past Tense (We went to the mountain last week.)</p>	<p>their past experiences in the class blog.</p> <p>b. The students tell their past experiences in the class blog.</p> <p>c. The students and the teacher discuss their past experiences.</p> <p>MOT:</p> <p>a. The students work in pairs.</p> <p>b. The students pay attention to the text about “The Football Competition”.</p> <p>c. The students read the text about it.</p> <p>d. The students make a discussion about the content of the text in the class blog.</p> <p>e. The students discuss the difficult vocabulary in the text.</p> <p>f. The students listen to the explanation about the way to tell their past experiences.</p> <p>JCOT:</p> <p>a. The students work in a group of three and accomplish the tasks from the teacher.</p> <p>b. The students write another paragraph about the past experience using the right connecting words.</p> <p>c. The students discuss their</p>			
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					<p>paragraph in the class blog with the teacher.</p> <p>d. Some students present the conclusion of the discussion.</p> <p>e. The students separate the text into its text structure and discuss it in the class blog.</p> <p>f. Some students present the conclusion of the discussion.</p> <p>g. The students prepare a draft of writing about their special experience.</p> <p>ICOT:</p> <p>a. Each of the students writes their special experience.</p> <p>b. Each of the students posts it to the class blog and gives a comment to his/her friend writing.</p> <p>c. Each of the students revises their writing based on the comments individually.</p>			
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Learning Sources:

- Clemenston, Teresa. 2006. *Reading & Writing Skills – Elementary Resource Book*. Oxford: Oxford University Press.
- Forum, English Teaching. 2009. *Reading and Writing Module 2: Describing People and Pictures*. Singapore: SEAMO.
- Greenmayer, Bob. 2003. *Elementary Writing Proficiency Test*. Portugal: English International Resource.

Lesson Plan (Control Class)

A. Course Identity

School	: SMP 4 Pakem
Subject	: English
Class / Semester	: VIII / 1
Standard of Competence	: 6. Expressing the meaning of short functional text and simple short essay in the form of <i>descriptive</i> , exposition, and recount texts to interact in surrounding environment and academic context.
Basic Competence	: 6.2 Expressing the meaning and the rhetoric stages of the simple short essays in the form of descriptive texts accurately, fluently, and acceptably to interact with surrounding environment and academic context.
Indicators	: <ol style="list-style-type: none"> 1. The students are able to use grammar, vocabulary, spelling, and punctuation correctly in a descriptive text. 2. The students are able to arrange the correct generic structure of a descriptive text. 3. The students are able to use the general features of a descriptive text. 4. The students are able to write down a descriptive text correctly.
Time Allocation	: 2x35 minutes

B. Objectives :

1. The students are able to write a descriptive text in the correct rhetorical steps with the appropriate grammar, punctuation, vocabulary and spelling.

C. Learning Materials :

1. The descriptive text.

Irfan Bachdim

I am Irfan Bachdim. I am 22 years old. I am a footballer.

My friends tell me that I have a pointed nose, two big black eyes and wavy black hair.

I have a medium body.

My hobbies are music and football. I speak Dutch, English and a little Indonesian.

(Adapted from Theresa Clementson, 2006, 4)

2. The Generic Structure.

- a. The Purpose : to describe a particular place, thing or person.
- b. General Identification: talks about the phenomenon that will be described.
- c. Specific Description : describes parts, qualities and characteristics of the phenomenon.

3. The language features of descriptive text

- a. Related vocabulary: *thin, pointed nose, skin, hair, body, age.*
- b. Grammar:

- 1) Noun Phrase (my black eyes)
- 2) Simple Present Tense (I am a teacher.)

D. Learning Method :

1. Presentation-Practice-Production

E. Teaching Learning Activities :

(1st Meeting)

1. Opening

- a. Greeting
- b. Checking attendance
- c. Leading prayers
- d. Lead in

2. Core

Presentation:

- a. The students pay attention to the pictures of famous people.
- b. The students describe their appearance.
- c. The students and the teacher describe another person.

Practice:

- a. The students work in pairs.
- b. The students look at the picture of the famous people.
- c. The students read the text about him/her.
- d. The students make a discussion about the generic structure of the text.
- e. The students discuss the difficult vocabulary in the text.
- f. The students listen to the explanation about the way to describe people's appearance.
- g. The students work in a group of three and accomplish the tasks.
- h. The students put the correct punctuation and capitalization to the text.
- i. Some students present in front of the class the conclusion of the discussion.
- j. The students separate the text into its text structure and discuss about it.
- k. Some students present in front of the class the conclusion of the discussion.
- l. The students describe one of his/her group members in writing.

Production:

- a. Each of the students writes the description of one of his/her family members.
- b. Each of the students gives a comment to his/her friend writing.
- c. Each of the students revises their writing based on the comments individually.

3. Closing

- a. The students listen to the summary.
- b. The students listen to the closing statement.

F. Learning Sources

Clemenston, Teresa. 2006. *Reading & Writing Skills – Elementary Resource Book*.
Oxford: Oxford University Press.

Forum, English Teaching. 2009. *Reading and Writing Module 2: Describing People and Pictures*. Singapore: SEAMO.

Greenmayer, Bob. 2003. *Elementary Writing Proficiency Test*. Portugal: English International Resource.

G. Evaluation :

1. Technique : Essay
2. Form : Writing Test
3. Instrument :

a. Write the description of one of your family members.

The students' writing will be assessed using the criteria

Criteria	Score	Aspects	Grade
Content	4	Strong paragraphs ordered to develop story	Exemplary
	3	Ideas appropriately divided into paragraphs with supporting details	Accomplished
	2	Supporting details group into appropriate paragraph	Developing
	1	One paragraph or text divided but not by content	Beginning
Vocabulary	4	Uses related words/ideas easily; suitable words for topic and readers	Exemplary
	3	Uses related words and ideas correctly; varies vocabulary	Accomplished
	2	Attempts to use new key words in description; goes beyond basic vocabulary	Developing
	1	Related words or ideas mentioned; limited vocabulary	Beginning
Spelling	4	No spelling errors	Exemplary
	3	Few spelling errors	Accomplished
	2	Some spelling errors	Developing
	1	Many spelling errors	Beginning
Punctuation	4	Correct punctuation and case throughout; variety used	Exemplary
	3	Minor errors in punctuation and case; variety used	Accomplished
	2	Few punctuation and case errors	Developing
	1	Several punctuation and case errors	Beginning
Grammar	4	No errors in agreement, number and tense.	Exemplary
	3	Few errors in agreement, number and tense.	Accomplished
	2	Some errors in agreement, number and tense.	Developing
	1	Many errors in agreement, number and tense.	Beginning

Source by: Prentice Hall (2005:241-244). The Reading Teacher's Book of Lists.

Every single assessment column has minimal point 1 and maximal point 4.

Maximum Score: 20

Students' Score = Content Score + Vocabulary Score + Punctuation Score + Spelling Score+Grammar Score

H. Follow Up Activity

The students who could not pass the cut score would be provided with a remedial test.

The students will get another material to identify which aspects they could not understand well. The other students who have passed this competency should make their own text to make sure they would not face a problem related to these competencies.

Sleman, August 3, 2011

Guru Pembimbing



Prapti Sukartiningsih, S.Pd.
NIP. 196804201998022001

Mahasiswa



Abid A. Mudafi
NIM. 07202244012

Lesson Plan (Control Class)

A. Course Identity

School	: SMP 4 Pakem
Subject	: English
Class / Semester	: VIII / 1
Standard of Competence	: 6. Expressing the meaning of short functional text and simple short essay in the form of descriptive, exposition, and recount texts to interact in surrounding environment and academic context.
Basic Competence	: 6.2 Expressing the meaning and the rhetoric stages of the simple short essays in the form of descriptive texts accurately, fluently, and acceptably to interact with surrounding environment and academic context.
Indicators	: <ol style="list-style-type: none"> 1. The students are able to use grammar, vocabulary, spelling, and punctuation correctly in a descriptive text. 2. The students are able to arrange the correct generic structure of a descriptive text. 3. The students are able to use the general features of a descriptive text. 4. The students are able to write down a descriptive text correctly.
Time Allocation	: 2x35 minutes

B. Objectives :

1. The students are able to write a descriptive text in the correct rhetorical steps with the appropriate grammar, vocabulary, punctuation, and spelling.

C. Learning Materials :

1. The descriptive text.

Palm Spring Resort

This is a resort of the King of Rock n' Roll and his wife, Priscilla. It is in Palm Spring, California.

It has four double bedrooms, saunas and a swimming pool. It costs \$4500 per week. You can rent it for holidays, Elvis fan club meetings, and business events.

(Adapted from Theresa Clementson, 2006, 36)

2. The Generic Structure

- a. The Purpose : to describe a particular place, thing or person.
- b. General Identification: talks about the phenomenon that will be described.
- c. Specific Description : describes parts, qualities and characteristics of the phenomenon.

3. The language features of descriptive text

- a. Related vocabulary: near, next to, good, place, color, environment.
- b. Grammar:
 - 1) Noun Phrase (a Buddhist temple)

2) Simple Present Tense (Borobudur is a famous temple.)

D. Learning Method :

1. Presentation-Practice-Production

E. Teaching Learning Activities : (2nd Meeting)

1. Opening

- a. Greeting
- b. Checking attendance
- c. Leading prayers
- d. Lead in

2. Core

Presentation:

- a. The students pay attention to the pictures of famous place in the class blog.
- b. The students describe the place.
- c. The students and the teacher describe another place.

Practice:

- a. The students work in pairs.
- b. The students look at the picture of the famous place.
- c. The students read the text about it.
- d. The students make a discussion about the content of the text.
- e. The students discuss the difficult vocabulary and the tenses in the text.
- f. The students listen to the explanation about the way to describe the place.
- g. The students work in a group of three and accomplish the tasks.
- h. The students put the correct commas and full stop to the text.
- i. Some students present in front of the class the conclusion of the discussion.
- j. The students separate the text into its text structure and discuss it.
- k. Some students present in front of the class the conclusion of the discussion.
- l. The students describe one of favorite places in writing.

Presentation:

- a. Each of the students writes the description of a place to go on holiday.
- b. Each of the students gives a comment to his/her friend writing.
- c. Each of the students revises their writing based on the comments individually.

3. Closing

- a. The students listen to the summary and reflection.
- b. The students listen to the closing statement.

E. Learning Sources

Clemenston, Teresa. 2006. *Reading & Writing Skills – Elementary Resource Book*.
Oxford: Oxford University Press.

Forum, English Teaching. 2009. *Reading and Writing Module 2: Describing People and Pictures*. Singapore: SEAMO.

Greenmayer, Bob.2003. *Elementary Writing Proficiency Test*. Portugal: English International Resource.

F. Evaluation :

1. Technique : Essay
2. Form : Writing Test
3. Instrument :
 - a. Choose a place to go on holiday. Recommend to an English-speaking friend.
Give a comment to your friend's writing in blog.

Writing Skill

The students' writing will be assessed using the criteria

Criteria	Score	Aspects	Grade
Content	4	Strong paragraphs ordered to develop story	Exemplary
	3	Ideas appropriately divided into paragraphs with supporting details	Accomplished
	2	Supporting details group into appropriate paragraph	Developing
	1	One paragraph or text divided but not by content	Beginning
Vocabulary	4	Uses related words/ideas easily; suitable words for topic and readers	Exemplary
	3	Uses related words and ideas correctly; varies vocabulary	Accomplished
	2	Attempts to use new key words in description; goes beyond basic vocabulary	Developing
	1	Related words or ideas mentioned; limited vocabulary	Beginning
Spelling	4	No spelling errors	Exemplary
	3	Few spelling errors	Accomplished
	2	Some spelling errors	Developing
	1	Many spelling errors	Beginning
Punctuation	4	Correct punctuation and case throughout; variety used	Exemplary
	3	Minor errors in punctuation and case; variety used	Accomplished
	2	Few punctuation and case errors	Developing
	1	Several punctuation and case errors	Beginning
Grammar	4	No errors in agreement, number and tense.	Exemplary
	3	Few errors in agreement, number and tense.	Accomplished
	2	Some errors in agreement, number and tense.	Developing
	1	Many errors in agreement, number and tense.	Beginning

Source by: Prentice Hall (2005:241-244). The Reading Teacher's Book of Lists.

Every single assessment column has minimal point 1 and maximal point 4.

Maximum Score: 20

Students' Score = Content Score + Vocabulary Score + Punctuation Score + Spelling Score + Grammar Score

G. Follow Up Activity

The students who could not pass the cut score would be provided with a remedial test. The students will get another material to identify which aspects they could not understand well. The other students who have passed this competency should make their own text to make sure they would not face a problem related to these competencies.

Sleman, August 3, 2011

Guru Pembimbing



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NIP. 196804201998022001

Mahasiswa



Abid A. Mudafi
NIM. 07202244012

Lesson Plan (Control Class)

A. Course Identity

School	: SMP 4 Pakem
Subject	: English
Class / Semester	: VIII / 1
Standard of Competence	: 6. Expressing the meaning of short functional text and simple short essay in the form of <i>descriptive</i> , exposition, and recount texts to interact in surrounding environment and academic context.
Basic Competence	: 6.2 Expressing the meaning and the rhetoric stages of the simple short essays in the form of descriptive texts accurately, fluently, and acceptably to interact with surrounding environment and academic context.
Indicators	: <ol style="list-style-type: none"> 1. The students are able to use grammar, vocabulary, spelling, and punctuation correctly in a descriptive text. 2. The students are able to arrange the correct generic structure of a descriptive text. 3. The students are able to use the general features of a descriptive text. 4. The students are able to write down a descriptive text correctly.
Time Allocation	: 2x35 minutes

B. Objectives :

1. The students are able to write a descriptive text in the correct rhetorical steps with the appropriate grammar, vocabulary, punctuation and spelling.

C. Learning Materials :

1. The descriptive text.

The Painting

This painting is by Edward Hopper, an American artist. It is called *People in the Sun* and it was painted in 1960.

The picture shows five people outside a house. They are sitting in the chair and enjoying the sun. The man on the left is reading a book. He is wearing a jacket and trousers. There is a woman in the middle of the group of people. She is wearing a hat, a dress, and a scarf. It is very hot day. The sun is shining and there aren't any clouds in the sky. You can see some mountains in the background.

(Adapted from Theresa Clementson, 2006, 50)

2. The Generic Structure

- a. The Purpose : to describe a particular place, thing or person.
- b. General Identification: talks about the phenomenon that will be described.
- c. Specific Description : describes parts, qualities and characteristics of the phenomenon.

3. The language features of descriptive text

- a. Related vocabulary: book, jacket, shoes, favorite, collection.
- b. Grammar:
 - 1) Noun Phrase (my favorite thing)
 - 2) Simple Present Tense (My favorite thing is a painting.)

D. Learning Method :

- 1. Presentation-Practice-Production

E. Teaching Learning Activities :

(3rd Meeting)

1. Opening

- a. Greeting
- b. Checking attendance
- c. Leading prayers
- d. Lead in

2. Core

Presentation:

- a. The students pay attention to the pictures of an object.
- b. The students describe their appearance.
- c. The students and the teacher describe another object.

Practice:

- a. The students work in pairs.
- b. The students look at the picture of a thing.
- c. The students read the text about it.
- d. The students make a discussion about the content of the text.
- e. The students discuss the difficult vocabulary in the text.
- f. The students listen to the explanation about the way to describe the favorite thing.
- g. The students listen to the explanation of adjectives order.
- h. The students work in a group of three and accomplish the tasks.
- i. The students rearrange the words into the correct sentences.
- j. Some students present in front of the class the conclusion of the discussion.
- k. The students separate the text into its text structure and discuss in the class blog.
- l. Some students present in front of the class the conclusion of the discussion.
- m. The students describe one of his/her friend's favorite things in writing.

Production:

- a. Each of the students writes the description of one of his/her favorite things.
- b. Each of the students gives a comment to his/her friend writing.
- c. Each of the students revises their writing based on the comments individually.

3. Closing

- a. The students listen to the summary and reflection.
- b. The students listen to the closing statement.

E. Learning Sources

Clemenston, Teresa. 2006. *Reading & Writing Skills – Elementary Resource Book*.
Oxford: Oxford University Press.

Forum, English Teaching. 2009. *Reading and Writing Module 2: Describing People and Pictures*. Singapore: SEAMO.

Greenmayer, Bob. 2003. *Elementary Writing Proficiency Test*. Portugal: English International Resource.

F. Evaluation :

1. Technique : Essay
2. Form : Writing Test
3. Instrument :
 - a. *Choose your favorite thing and describe it to an English-speaking friend.
Give a comment to your friend's writing in blog and guess what it is.*

Writing Skill

The students' writing will be assessed using the criteria

Criteria	Score	Aspects	Grade
Content	4	Strong paragraphs ordered to develop story	Exemplary
	3	Ideas appropriately divided into paragraphs with supporting details	Accomplished
	2	Supporting details group into appropriate paragraph	Developing
	1	One paragraph or text divided but not by content	Beginning
Vocabulary	4	Uses related words/ideas easily; suitable words for topic and readers	Exemplary
	3	Uses related words and ideas correctly; varies vocabulary	Accomplished
	2	Attempts to use new key words in description; goes beyond basic vocabulary	Developing
	1	Related words or ideas mentioned; limited vocabulary	Beginning
Spelling	4	No spelling errors	Exemplary
	3	Few spelling errors	Accomplished
	2	Some spelling errors	Developing
	1	Many spelling errors	Beginning
Punctuation	4	Correct punctuation and case throughout; variety used	Exemplary
	3	Minor errors in punctuation and case; variety used	Accomplished
	2	Few punctuation and case errors	Developing
	1	Several punctuation and case errors	Beginning
Grammar	4	No errors in agreement, number and tense.	Exemplary
	3	Few errors in agreement, number and tense.	Accomplished

	2	Some errors in agreement, number and tense.	Developing
	1	Many errors in agreement, number and tense.	Beginning

Source by: Prentice Hall (2005:241-244). The Reading Teacher's Book of Lists.

Every single assessment column has minimal point 1 and maximal point 4.

Maximum Score: 20

Students' Score = Content Score + Vocabulary Score + Punctuation Score + Spelling Score+Grammar Score

G. Follow Up Activity

The students who could not pass the cut score would be provided with a remedial test.

The students will get another material to identify which aspects they could not understand well. The other students who have passed this competency should make their own text to make sure they would not face a problem related to these competencies.

Sleman, August 3, 2011

Guru Pembimbing



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Mahasiswa



Abid A. Mudafi
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Lesson Plan (Control Class)

A. Course Identity

School	: SMP 4 Pakem
Subject	: English
Class / Semester	: VIII / 1
Standard of Competence	: 6. Expressing the meaning of short functional text and simple short essay in the form of descriptive, exposition, and recount texts to interact in surrounding environment and academic context.
Basic Competence	: 6.2 Expressing the meaning and the rhetoric stages of the simple short essays in the form of <i>recount</i> texts accurately, fluently, and acceptably to interact with surrounding environment and academic context.
Indicators	: <ol style="list-style-type: none"> 1. The students are able to use grammar, vocabulary, spelling, and punctuation correctly in a recount text. 2. The students are able to arrange the correct generic structure of a recount text. 3. The students are able to identify the general features of a recount text. 4. The students are able to write down the recount text correctly.
Time Allocation	: 2x35 minutes

B. Objectives :

1. The students are able to write a personal recount text in the correct rhetorical steps with the appropriate grammar, vocabulary, punctuation, and spelling.

C. Learning Materials:

1. The recount text.

Our Trip to the Blue Mountain

On Friday, we went to the Blue Mountains. We stayed at David and Della's house. It had a big garden with lots of colorful flowers and a tennis court.

On Saturday we saw the three sisters and went on the scenic railway. It was scary. Then, Mammy and I went shopping with Della. We went to some antique shops and I tried on some old hats.

On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower. In the afternoon, we went home.

(Source by: <http://thinkquantum.wordpress.com/>)

2. The Generic Structure

- a. Orientation: identify a person or thing acted in event, including the time, a certain place, the situation, etc.
- b. A sequence of events: ordered in a chronological sequence.
- c. Conclusion: not always (optional), it contains personal comments.

3. The language features of a recount text
 - a. Related vocabulary: then, first, finally, strong, happy, join, look, finish.
 - b. Grammar:
 - 1) Connecting Words (first, then, next, after)
 - 2) Simple Past Tense (We went to the mountain last week.)

D. Learning Method :

1. Presentation-Practice-Production

E. Teaching Learning Activities :

(1st Meeting)

1. Opening

- a. Greeting
- b. Checking attendance
- c. Leading prayers
- d. Lead in

2. Core

Presentation:

- a. The students are asked to tell the story about their exciting moment.
- b. The students tell their exciting moment.
- c. The students and the teacher discuss their exciting moment.

Practice:

- a. The students work in pairs.
- b. The students pay attention to the text about "Our Trip to the Blue Mountain".
- c. The students read the text about it.
- d. The students make a discussion about the generic structure of the text.
- e. The students discuss the difficult vocabulary in the text.
- f. The students listen to the explanation about the way to tell the exciting moment.
- g. The students work in a group of three and accomplish the tasks.
- h. The students put the correct punctuation to the text.
- i. Some students present in front of the class the conclusion of the discussion.
- j. The students separate the text into its text structure and discuss it.
- k. Some students present in front of the class the conclusion of the discussion.
- l. The students prepare a draft about their exciting moment using the form.

Production:

- a. Each of the students writes their exciting moment.
- b. Each of the students gives a comment to his/her friend writing.
- c. Each of the students revises their writing based on the comments individually.

3. Closing

- a. The students listen to the summary and reflection.
- b. The students listen to the closing statement.

F. Learning Sources

Clemenston, Teresa. 2006. *Reading & Writing Skills – Elementary Resource Book*.
Oxford: Oxford University Press.

Granger, Colin. 2005. *Let's Talk for Junior High School*. London: British Council.

Greenmayer, Bob. 2003. *Elementary Writing Proficiency Test*. Portugal: English
International Resource.

G. Evaluation :

1. Technique : Essay
2. Form : Writing Test
3. Instrument :

- a. *Write a paragraph (or several sentences) about your exciting moment using the supporting details that you wrote in the box.*

Writing Skill

The students' writing will be assessed using the criteria

Criteria	Score	Aspects	Grade
Content	4	Strong paragraphs ordered to develop story	Exemplary
	3	Ideas appropriately divided into paragraphs with supporting details	Accomplished
	2	Supporting details group into appropriate paragraph	Developing
	1	One paragraph or text divided but not by content	Beginning
Vocabulary	4	Uses related words/ideas easily; suitable words for topic and readers	Exemplary
	3	Uses related words and ideas correctly; varies vocabulary	Accomplished
	2	Attempts to use new key words in description; goes beyond basic vocabulary	Developing
	1	Related words or ideas mentioned; limited vocabulary	Beginning
Spelling	4	No spelling errors	Exemplary
	3	Few spelling errors	Accomplished
	2	Some spelling errors	Developing
	1	Many spelling errors	Beginning
Punctuation	4	Correct punctuation and case throughout; variety used	Exemplary
	3	Minor errors in punctuation and case; variety used	Accomplished
	2	Few punctuation and case errors	Developing
	1	Several punctuation and case errors	Beginning
Grammar	4	No errors in agreement, number and tense.	Exemplary
	3	Few errors in agreement, number and tense.	Accomplished
	2	Some errors in agreement, number and tense.	Developing

	1	Many errors in agreement, number and tense.	Beginning
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Source by: Prentice Hall (2005:241-244). The Reading Teacher's Book of Lists.

Every single assessment column has minimal point 1 and maximal point 4.

Maximum Score: 20

Students' Score = Content Score + Vocabulary Score + Punctuation Score + Spelling Score+Grammar Score

H. Follow Up Activity

The students who could not pass the cut score would be provided with a remedial test.

The students will get another material to identify which aspects they could not understand well. The other students who have passed this competency should make their own text to make sure they would not face a problem related to these competencies.

Sleman, August 3, 2011

Guru Pembimbing



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NIP. 196804201998022001

Mahasiswa



Abid A. Mudafi
NIM. 07202244012

Lesson Plan (Control Class)

A. Course Identity

School	: SMP 4 Pakem
Subject	: English
Class / Semester	: VIII / 1
Standard of Competence	: 6. Expressing the meaning of short functional text and simple short essay in the form of descriptive, exposition, and recount texts to interact in surrounding environment and academic context.
Basic Competence	: 6.2 Expressing the meaning and the rhetoric stages of the simple short essays in the form of <i>recount</i> texts accurately, fluently, and acceptably to interact with surrounding environment and academic context.
Indicators	: <ol style="list-style-type: none"> 1. The students are able to use grammar, vocabulary, spelling, and punctuation correctly in a recount text. 2. The students are able to arrange the correct generic structure of a recount text. 3. The students are able to identify the general features of a recount text. 4. The students are able to write down the recount text correctly.
Time Allocation	: 2x35 minutes

B. Objectives :

1. The students are able to write a personal recount text in the right rhetorical steps with the appropriate grammar, vocabulary, punctuation and spelling.

C. Learning Materials:

1. The recount text.

The Football Competition

When I **was** in the Junior High School, I **joined** two clubs. They **were** the Football Club and the Karate Club. I **joined** those clubs because I love sports, especially football and karate. I **had** football **on** Sunday mornings and Karate **on** Mondays at 4 p.m.

One day my football club **joined** a football competition. There **were** eight clubs joining the competition. **At first**, our club **won** the match. **Then**, we **had** to defeat one club to get to the final. Fortunately, we **won** again. After those two matches, we **had** lunch in the cafeteria. We **were** so impatient to play in the last game. It **was** the hard one because our opponent **was** very tough. **Finally**, we **won** the game with a nice score of 3-2.

We **were** so tired. However, we **were** happy and proud to be the winner of the competition. It **was** a very interesting competition in my experience.

(Source by: <http://www.slideshare.net/darmawanbudisatriya/>)

2. The Generic Structure

- a. Orientation: identify a person or thing acted in event, including the time, a certain place, the situation, etc.

- b. A sequence of events: ordered in a chronological sequence.
- c. Conclusion: not always (optional), it contains personal comments.
- 3. The language features of a recount text
 - a. Related vocabulary: win, defeat, join, match competition, game.
 - b. Grammar:
 - 1) Connecting Words (when, then, on, at first, finally)
 - 2) Simple Past Tense (I joined two clubs.)

D. Learning Method :

- 1. Presentation-Practice-Production

E. Teaching Learning Activities :

(2nd Meeting)

1. Opening

- a. Greeting
- b. Checking attendance
- c. Leading prayers
- d. Lead in

2. Core

Presentation:

- a. The students are asked to tell the story about their unforgettable moment.
- b. The students tell the story about their unforgettable moment.
- c. The students and the teacher discuss their unforgettable moment.

Practice:

- a. The students work in pairs.
- b. The students pay attention to the text about "The Football Competition".
- c. The students read the text about it.
- d. The students make a discussion about the content of the text.
- e. The students discuss the difficult vocabulary and the tenses in the text.
- f. The students listen to the explanation about the way to write the unforgettable moment.
- g. The students work in a group of three and accomplish the tasks.
- h. The students rearrange the words into a correct sentence.
- i. Some students present in front of the class the conclusion of the discussion.
- j. The students separate the text into its text structure and discuss it.
- k. Some students present in front of the class the conclusion of the discussion.
- l. The students prepare a draft about their unforgettable moment using the form in the class blog.

Production:

- a. Each of the students writes their unforgettable moment.
- b. Each of the students gives a comment to his/her friend writing.
- c. Each of the students revises their writing based on the comments individually.

3. Closing

- a. The students listen to the summary and reflection.
- b. The students listen to the closing statement.

F. Learning Sources

Clemenston, Teresa. 2006. *Reading & Writing Skills – Elementary Resource Book*.

Oxford: Oxford University Press.

Granger, Colin. 2005. *Let's Talk for Junior High School*. London: British Council.

Greenmayer, Bob. 2003. *Elementary Writing Proficiency Test*. Portugal: English International Resource.

G. Evaluation :

1. Technique : Essay
2. Form : Writing Test
3. Instrument :
 - a. Write a story about your unforgettable moment.

Writing Skill

The students' writing will be assessed using the criteria

Criteria	Score	Aspects	Grade
Content	4	Strong paragraphs ordered to develop story	Exemplary
	3	Ideas appropriately divided into paragraphs with supporting details	Accomplished
	2	Supporting details group into appropriate paragraph	Developing
	1	One paragraph or text divided but not by content	Beginning
Vocabulary	4	Uses related words/ideas easily; suitable words for topic and readers	Exemplary
	3	Uses related words and ideas correctly; varies vocabulary	Accomplished
	2	Attempts to use new key words in description; goes beyond basic vocabulary	Developing
	1	Related words or ideas mentioned; limited vocabulary	Beginning
Spelling	4	No spelling errors	Exemplary
	3	Few spelling errors	Accomplished
	2	Some spelling errors	Developing
	1	Many spelling errors	Beginning
Punctuation	4	Correct punctuation and case throughout; variety used	Exemplary
	3	Minor errors in punctuation and case; variety used	Accomplished
	2	Few punctuation and case errors	Developing

	1	Several punctuation and case errors	Beginning
Grammar	4	No errors in agreement, number and tense.	Exemplary
	3	Few errors in agreement, number and tense.	Accomplished
	2	Some errors in agreement, number and tense.	Developing
	1	Many errors in agreement, number and tense.	Beginning

Source by: Prentice Hall (2005:241-244). The Reading Teacher's Book of Lists.

Every single assessment column has minimal point 1 and maximal point 4.

Maximum Score: 20

Students' Score = Content Score + Vocabulary Score + Punctuation Score + Spelling Score + Grammar Score

H. Follow Up Activity

The students who could not pass the cut score would be provided with a remedial test.

The students will get another material to identify which aspects they could not understand well. The other students who have passed this competency should make their own text to make sure they would not face a problem related to these competencies.

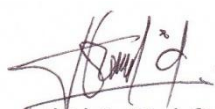
Sleman, August 3, 2011

Guru Pembimbing



Prapti Sukartiningsih, S.Pd.
NIP. 196804201998022001

Mahasiswa



Abid A. Mudafi
NIM. 07202244012

Lesson Plan (Control Class)

A. Course Identity

School	: SMP 4 Pakem
Subject	: English
Class / Semester	: VIII / 1
Standard of Competence	: 6. Expressing the meaning of short functional text and simple short essay in the form of descriptive, exposition, and recount texts to interact in surrounding environment and academic context.
Basic Competence	: 6.2 Expressing the meaning and the rhetoric stages of the simple short essays in the form of <i>recount</i> texts accurately, fluently, and acceptably to interact with surrounding environment and academic context.
Indicators	: <ol style="list-style-type: none"> 1. The students are able to use grammar, vocabulary, spelling, and punctuation correctly in a recount text. 2. The students are able to arrange the correct generic structure of a recount text. 3. The students are able to identify the general features of a recount text. 4. The students are able to write down the recount text correctly.
Time Allocation	: 2x35 minutes

B. Objectives :

1. The students are able to write a personal recount text in the correct rhetorical steps with the appropriate grammar, vocabulary, punctuation and spelling.

C. Learning Materials:

1. The recount text.

The Football Competition

When I **was** in the Junior High School, I **joined** two clubs. They **were** the Football Club and the Karate Club. I **joined** those clubs because I love sports, especially football and karate. I **had** football **on** Sunday mornings and Karate **on** Mondays at 4 p.m.

One day my football club **joined** a football competition. There **were** eight clubs joining the competition. **At first**, our club **won** the match. **Then**, we **had** to defeat one club to get to the final. Fortunately, we **won** again. After those two matches, we **had** lunch in the cafeteria. We **were** so impatient to play in the last game. It **was** the hard one because our opponent **was** very tough. **Finally**, we **won** the game with a nice score of 3-2.

We **were** so tired. However, we **were** happy and proud to be the winner of the competition. It **was** a very interesting competition in my experience.

(Source by: <http://www.slideshare.net/darmawanbudisatriya/>)

2. The Generic Sturcture

- a. Orientation: identify a person or thing acted in event, including the time, a certain place, the situation, etc.

- b. A sequence of events: ordered in a chronological sequence.
 - c. Conclusion: not always (optional), it contains personal comments.
- 3. The language features of a recount text
 - a. Related vocabulary: *then, first, finally, strong, happy, join, look, finish.*
 - b. Grammar:
 - 1) Connecting Words (first, then, next, after)
 - 2) Simple Past Tense (We went to the mountain last week.)

D. Learning Method :

- 1. Presentation-Practice-Production

E. Teaching Learning Activities :

(3rd Meeting)

1. Opening

- a. Greeting
- b. Checking attendance
- c. Leading prayers
- d. Lead in

2. Core

Presentation:

- a. The students are asked to tell the past experience.
- b. The students tell their past experience.
- c. The students and the teacher discuss their past experience.

Practice:

- a. The students work in pairs.
- b. The students pay attention to the text about "The Football Competition".
- c. The students read the text about it.
- d. The students make a discussion about the content of the text.
- e. The students discuss the connecting words in the text.
- f. The students listen to the explanation about the way to tell the past experience.
- g. The students work in a group of three and accomplish the tasks from the teacher.
- h. The students write another paragraph about the past experience using the right connecting words.
- i. The students discuss their paragraph with the teacher.
- j. Some students present in front of the class the conclusion of the discussion.
- k. The students separate the text into its text structure and discuss it.
- l. Some students present in front of the class the conclusion of the discussion.
- m. The students prepare a draft of writing about their special experience.

Production:

- a. Each of the students writes their special experience.
- b. Each of the students gives a comment to his/her friend writing.
- c. Each of the students revises their writing based on the comments individually.

3. Closing

- a. The students listen to the summary and reflection.
- b. The students listen to the closing summary.

F. Learning Sources

Clemenston, Teresa. 2006. *Reading & Writing Skills – Elementary Resource Book*.

Oxford: Oxford University Press.

Granger, Colin. 2005. *Let's Talk for Junior High School*. London: British Council.

Greenmayer, Bob. 2003. *Elementary Writing Proficiency Test*. Portugal: English International Resource.

G. Evaluation :

1. Technique : Essay
2. Form : Writing Test
3. Instrument :
 - a. Write a text about your special experience.

Writing Skill

The students' writing will be assessed using the criteria

Criteria	Score	Aspects	Grade
Content	4	Strong paragraphs ordered to develop story	Exemplary
	3	Ideas appropriately divided into paragraphs with supporting details	Accomplished
	2	Supporting details group into appropriate paragraph	Developing
	1	One paragraph or text divided but not by content	Beginning
Vocabulary	4	Uses related words/ideas easily; suitable words for topic and readers	Exemplary
	3	Uses related words and ideas correctly; varies vocabulary	Accomplished
	2	Attempts to use new key words in description; goes beyond basic vocabulary	Developing
	1	Related words or ideas mentioned; limited vocabulary	Beginning
Spelling	4	No spelling errors	Exemplary
	3	Few spelling errors	Accomplished
	2	Some spelling errors	Developing
	1	Many spelling errors	Beginning
Punctuation	4	Correct punctuation and case throughout; variety used	Exemplary
	3	Minor errors in punctuation and case; variety used	Accomplished
	2	Few punctuation and case errors	Developing
	1	Several punctuation and case errors	Beginning

Grammar	4	No errors in agreement, number and tense.	Exemplary
	3	Few errors in agreement, number and tense.	Accomplished
	2	Some errors in agreement, number and tense.	Developing
	1	Many errors in agreement, number and tense.	Beginning

Source by: Prentice Hall (2005:241-244). The Reading Teacher's Book of Lists.

Every single assessment column has minimal point 1 and maximal point 4.

Maximum Score: 20

Students' Score = Content Score + Vocabulary Score + Punctuation Score + Spelling Score + Grammar Score

H. Follow Up Activity

The students who could not pass the cut score would be provided with a remedial test.

The students will get another material to identify which aspects they could not understand well. The other students who have passed this competency should make their own text to make sure they would not face a problem related to these competencies.

Sleman, August 3, 2011

Guru Pembimbing



Prapti Sukartiningsih, S.Pd.
NIP. 196804201998022001

Mahasiswa



Abid A. Mudafi
NIM. 07202244012

Pre-Test

1. Write a text about your classmate and describe the identity, physical appearances, personality and hobby. Your writing should consist of three paragraphs.
2. Think about an exciting time that you shared with a friend, such as going camping with your best friend, going to a concert with your best friend, or visiting an amusement park with your friend. Write a text about your special moment.

(Adapted from Theresa Clementson, 2006, 4&42)

Post-Test

1. Write a text about your father or your mother and describe the identity in the first paragraph, physical appearances in the second paragraph, personality and hobby in the last paragraph.
2. Think the first time you did something special, such as a trip with your family or winning competition. Think about why it was special. Where did it happen? Who was with you? What details can you include to show your reader why it was special for you?

(Adapted from Theresa Clementson, 2006, 4&42)

Post-Test

Nama :

Kelas :

Nomor :

1. Write a short text about one of tourist resorts in your province or district.
2. Think about a special moment, such as a trip with your family or winning a competition. Write a text about your special moment.

.....

Try Out

Nama :

Kelas :

Nomor :

Test type : Achievement Test

Indicators : Students can make a descriptive text using a good language structure.

Students can make a recount text using a good language structure.

Skills : Writing

1. Write a recount text (about 100 words) based on the topic below:
 - a. Place : favorite city, favorite restaurant, favorite beach
 - b. Someone : the idola, the artist, the singer
2. Please decide the title on your recount text.

.....



Test Matrix

Objectives	Indicators	Form
The students are able to write the information in short simple functional text accurately, orderly and based on Junior High School context or surrounding environment in form descriptive or recount.	The students can make a short descriptive or recount text using a good language structure.	Written test (1)
	The students can place the main idea and the detailed information in descriptive or recount text in a good text structure.	

The student's writing will be assessed using the criteria

Criteria	Score	Aspects	Grade
Content	4	Strong paragraphs ordered to develop story	Exemplary
	3	Ideas appropriately divided into paragraphs with supporting details	Accomplished
	2	Supporting details group into appropriate paragraph	Developing
	1	One paragraph or text divided but not by content	Beginning
Vocabulary	4	Uses related words/ideas easily; suitable words for topic and readers	Exemplary
	3	Uses related words and ideas correctly; varies vocabulary	Accomplished
	2	Attempts to use new key words in description; goes beyond basic vocabulary	Developing
	1	Related words or ideas mentioned; limited vocabulary	Beginning
Spelling	4	No spelling errors	Exemplary
	3	Few spelling errors	Accomplished
	2	Some spelling errors	Developing
	1	Many spelling errors	Beginning
Punctuation	4	Correct punctuation and case throughout; variety used	Exemplary
	3	Minor errors in punctuation and case; variety used	Accomplished
	2	Few punctuation and case errors	Developing
	1	Several punctuation and case errors	Beginning
Grammar	4	No errors in agreement, number and tense.	Exemplary
	3	Few errors in agreement, number and tense.	Accomplished
	2	Some errors in agreement, number and tense.	Developing
	1	Many errors in agreement, number and tense.	Beginning

Adapted from Prentice Hall (2005:241-244). The Reading Teacher's Book of Lists.

COURSE GRID

SCHOOL : SMP NEGERI 4 PAKEM

SUBJECT : ENGLISH

CLASS/SEMESTER : VIII/1

STANDARD OF COMPETENCE : 6. Expressing the meaning of short functional text and simple short essay in the form of descriptive, exposition, and recount texts to interact in surrounding environment and academic context.

TIME ALLOCATION : 4x45 minutes

BASIC COMPETENCE	INDICATORS	TOPIC	LEARNING ACTIVITIES	TIME	SCORING		SOURCES
					Technique	Form	
6.2 Expressing the meaning and the rhetoric stages of the simple short essays in the form of descriptive, exposition and recount texts accurately, fluently, and acceptably to interact with surrounding environment and academic context.	1. Use grammar, vocabulary, spelling, and punctuation correctly in descriptive text. 2. Use the correct generic structure of descriptive text. 3. Use general features of descriptive text. 4. Write down the descriptive text 75% correctly.	Letter	- Presentation: The students listen to the explanation how to use the class blog. The students also listen to the explanation about the generic structure of descriptive text, punctuation and spelling. - Practice: The students finish the task related to the descriptive text. The students do the exercise related to punctuation and spelling.	2x45minutes	Essay	Written	Internet

			<p>- Production: The student writes a letter to his/her host family and describes him/herself.</p> <p>The student posts his/her writing to the blog and revises it based on the comments in the blog.</p>				
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<p>6.26.2 Expressing the meaning and the rhetoric stages of the simple short essays in the form of descriptive, exposition and recount texts accurately, fluently, and acceptably to interact with surrounding environment and academic context.</p>	<p>1. Use grammar, vocabulary, spelling, and punctuation correctly in descriptive text. 2. Use the correct generic structure of descriptive text. 3. Use general features of descriptive text. 4. Write down the descriptive text 75% correctly.</p>	<p>The Famous Place</p>	<p>- Presentation: The students read a text about Borobudur and listen to the explanation about it.</p> <p>The students also listen to the explanation about simple present tense that use in the text.</p> <p>-Practice: The students do some exercises and discuss it in the class blog to make a correction.</p> <p>-Production: The student writes a first draft about a famous place and posts it to the blog.</p>	<p>2x45minutes</p>	<p>Essay</p>	<p>Written</p>	<p>Internet</p>
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6.26.2 Expressing the meaning and the rhetoric stages of the simple short essays in the form of descriptive, exposition and recount texts accurately, fluently, and acceptably to interact with surrounding environment and academic context.	<p>1. Use grammar, vocabulary, spelling, and punctuation correctly in descriptive text.</p> <p>2. Use the correct generic structure of descriptive text.</p> <p>3. Use general features of descriptive text.</p> <p>4. Write down the descriptive text 75% correctly.</p>	The Painting	<p>- Presentation: The students pay attention to the picture and listen to the explanation about it.</p> <p>- Practice: The students do some exercises in the class blog and discuss the right answer in the blog.</p> <p>- Production: The student writes a description about a favorite thing and revises the text based on the comments in blog.</p>	2x45minutes	Essay	Written	Internet
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Try Out Score (VIII B)

No	Item Number	Researcher					Total	Teacher					Total
		C	V	S	P	G		C	V	S	P	G	
1	My Classmate	3	2	2	2	2	11	4	4	3	3	3	17
	My Exciting Moment	3	2	3	2	1	11	4	4	3	3	2	16
	Total	6	4	5	4	3	22	8	8	6	6	5	33
2	My Classmate	3	3	3	2	2	13	4	3	3	2	2	14
	My Exciting Moment	2	2	3	2	1	10	2	2	3	2	2	11
	Total	5	5	6	4	3	23	6	5	6	4	4	25
3	My Classmate	4	4	4	3	3	18	4	4	4	4	3	19
	My Exciting Moment	3	4	3	2	2	14	4	4	3	3	2	16
	Total	7	8	7	5	5	32	8	8	7	7	5	35
4	My Classmate	3	2	3	3	4	15	3	2	4	3	3	15
	My Exciting Moment	2	2	4	4	1	13	3	2	4	3	2	14
	Total	5	4	7	7	5	28	6	4	8	6	5	29
5	My Classmate	4	3	3	3	4	17	4	3	3	3	4	17
	My Exciting Moment	4	4	3	2	2	15	3	4	3	3	2	15
	Total	8	7	6	5	6	32	7	7	6	6	6	32
6	My Classmate	3	3	4	2	2	14	3	3	3	2	3	14
	My Exciting Moment	3	3	3	2	2	13	3	3	2	2	2	12
	Total	6	6	7	4	4	27	6	6	5	4	5	26
7	My Classmate	4	3	3	3	3	16	4	4	4	3	2	17
	My Exciting Moment	3	4	3	3	2	15	4	3	4	3	3	17
	Total	7	7	6	6	5	31	8	7	8	6	5	34
8	My Classmate	3	3	4	3	4	17	4	3	4	3	3	17
	My Exciting Moment	4	3	3	3	2	15	4	3	4	3	1	15
	Total	7	6	7	6	6	32	8	6	8	6	4	32
9	My Classmate	4	3	4	4	3	18	4	4	4	4	3	19
	My Exciting Moment	3	4	4	3	2	16	4	4	4	3	2	17
	Total	7	7	8	7	5	34	8	8	8	7	5	36
10	My Classmate	4	3	3	4	3	17	4	3	3	3	3	16
	My Exciting Moment	3	3	4	3	1	14	3	3	4	3	1	14
	Total	7	6	7	7	4	31	7	6	7	6	4	30
11	My Classmate	3	3	3	2	2	13	3	3	3	2	2	13
	My Exciting Moment	1	2	3	2	1	9	2	3	3	2	1	11
	Total	4	5	6	4	3	22	5	6	6	4	3	24
12	My Classmate	3	3	2	2	2	12	4	3	4	2	2	15
	My Exciting Moment	3	3	2	2	2	12	3	3	3	2	2	13
	Total	6	6	4	4	4	24	7	6	7	4	4	28
13	My Classmate	3	3	3	2	2	13	3	3	3	2	3	14

	My Exciting Moment	3	3	2	2	2	12	2	3	2	3	2	12
	Total	6	6	5	4	4	25	5	6	5	5	5	26
14	My Classmate	3	3	3	1	2	12	3	3	3	3	3	15
	My Exciting Moment	3	3	2	1	2	11	3	3	3	3	2	14
	Total	6	6	5	2	4	23	6	6	6	6	5	29
15	My Classmate	4	3	4	3	2	16	4	3	3	3	2	15
	My Exciting Moment	3	3	2	2	2	12	3	3	3	3	2	14
	Total	7	6	6	5	4	28	7	6	6	6	4	29
16	My Classmate	3	3	3	1	2	12	3	3	3	3	2	14
	My Exciting Moment	2	2	2	1	1	8	2	3	3	1	1	10
	Total	5	5	5	2	3	20	5	6	6	4	3	24
17	My Classmate	2	3	4	3	2	14	3	3	3	2	3	14
	My Exciting Moment	3	3	3	2	2	13	3	3	3	3	2	14
	Total	5	6	7	5	4	27	6	6	6	5	5	28
18	My Classmate	3	2	3	2	1	11	3	3	3	2	3	14
	My Exciting Moment	2	3	2	2	1	10	2	2	2	2	2	10
	Total	5	5	5	4	2	21	5	5	5	4	5	24
19	My Classmate	4	3	3	3	3	16	4	3	4	3	3	17
	My Exciting Moment	3	3	2	3	1	12	3	3	3	3	1	13
	Total	7	6	5	6	4	28	7	6	7	6	4	30
20	My Classmate	3	3	3	2	2	13	4	3	3	3	3	16
	My Exciting Moment	3	3	3	1	1	11	3	3	3	3	1	13
	Total	6	6	6	3	3	24	7	6	6	6	4	29
21	My Classmate	4	3	4	3	3	17	4	3	3	3	3	16
	My Exciting Moment	3	3	3	3	2	14	3	3	3	3	1	13
	Total	7	6	7	6	5	31	7	6	6	6	4	29
22	My Classmate	4	3	2	3	2	14	4	3	3	3	2	15
	My Exciting Moment	2	2	2	1	1	8	2	2	2	2	1	9
	Total	6	5	4	4	3	22	6	5	5	5	3	24
23	My Classmate	3	2	2	1	2	10	3	3	2	2	2	12
	My Exciting Moment	3	2	2	1	2	10	3	3	2	1	1	10
	Total	6	4	4	2	4	20	6	6	4	3	3	22
24	My Classmate	2	2	3	1	2	10	4	3	3	2	3	15
	My Exciting Moment	3	3	2	1	1	10	2	3	3	2	2	12
	Total	5	5	5	2	3	20	6	6	6	4	5	27
25	My Classmate	4	3	3	1	3	14	4	4	4	3	3	18
	My Exciting Moment	3	3	3	2	1	12	3	3	3	2	2	13
	Total	7	6	6	3	4	26	7	7	7	5	5	31
26	My Classmate	4	4	3	1	3	15	4	4	4	2	4	18
	My Exciting Moment	3	2	3	2	1	11	3	4	3	2	2	14
	Total	7	6	6	3	4	26	7	8	7	4	6	32

27	My Classmate	3	3	3	2	3	14	4	3	3	3	3	16
	My Exciting Moment	3	3	3	1	1	11	3	3	4	2	1	13
	Total	6	6	6	3	4	25	7	6	7	5	4	29
28	My Classmate	4	3	4	3	3	17	4	3	3	3	3	16
	My Exciting Moment	3	3	2	2	1	11	3	3	3	2	1	12
	Total	7	6	6	5	4	28	7	6	6	5	4	28
29	My Classmate	4	3	3	3	3	16	4	3	4	2	4	17
	My Exciting Moment	2	3	3	2	3	13	3	3	3	1	2	12
	Total	6	6	6	5	6	29	7	6	7	3	6	29
30	My Classmate	3	3	3	2	2	13	4	3	3	2	3	15
	My Exciting Moment	2	2	2	2	2	10	3	2	3	2	1	11
	Total	5	5	5	4	4	23	7	5	6	4	4	26

Mengetahui,
Guru Pembimbing



Prapti Sukartiningsih, S.Pd.
NIP. 196804201998022001

Pre-test of the Control Class

No	Item Number	Researcher					Total	Teacher					Total
		C	V	S	P	G		C	V	S	P	G	
1	My Classmate	2	2	2	2	2	10	2	2	2	2	2	10
	My Exciting Moment	2	2	2	2	1	9	2	1	2	2	1	8
	Total	4	4	4	4	3	19	4	3	4	4	3	18
2	My Classmate	3	3	3	3	3	15	4	2	3	3	2	14
	My Exciting Moment	1	3	2	2	1	9	1	2	2	2	1	8
	Total	4	6	5	5	4	24	5	4	5	5	3	22
3	My Classmate	3	2	2	2	2	11	2	2	2	2	2	10
	My Exciting Moment	1	2	2	1	2	8	1	2	2	2	1	8
	Total	4	4	4	3	4	19	3	4	4	4	3	18
4	My Classmate	3	3	3	2	3	14	3	3	3	3	2	14
	My Exciting Moment	3	3	3	2	1	12	2	2	3	2	2	11
	Total	6	6	6	4	4	26	5	5	6	5	4	25
5	My Classmate	3	3	3	2	3	14	3	2	3	3	2	13
	My Exciting Moment	3	2	3	2	1	11	2	2	2	2	2	10
	Total	6	5	6	4	4	25	5	4	5	5	4	23
6	My Classmate	3	3	2	3	3	14	3	3	2	3	2	13
	My Exciting Moment	3	2	2	3	1	11	2	2	2	3	1	10
	Total	6	5	4	6	4	25	5	5	4	6	3	23
7	My Classmate	3	3	3	3	2	14	3	3	3	2	2	13
	My Exciting Moment	1	2	3	1	1	8	1	2	3	2	1	9
	Total	4	5	6	4	3	22	4	5	6	4	3	22
8	My Classmate	3	3	3	3	3	15	3	3	3	3	2	14
	My Exciting Moment	3	3	3	3	1	13	3	2	3	3	2	13
	Total	6	6	6	6	4	28	6	5	6	6	4	27
9	My Classmate	2	3	2	2	2	11	2	2	2	2	2	10
	My Exciting Moment	2	3	2	1	1	9	1	1	2	1	1	6
	Total	4	6	4	3	3	20	3	3	4	3	3	16
10	My Classmate	3	3	3	3	3	15	3	3	3	3	2	14
	My Exciting Moment	2	3	3	3	2	13	2	2	3	3	2	12
	Total	5	6	6	6	5	28	5	5	6	6	4	26
11	My Classmate	3	3	3	3	3	15	3	3	3	3	3	15
	My Exciting Moment	3	3	4	3	2	15	3	3	3	3	3	15
	Total	6	6	7	6	5	30	6	6	6	6	6	30
12	My Classmate	3	3	3	3	3	15	3	2	3	3	2	13
	My Exciting Moment	3	2	3	3	1	12	3	2	3	3	1	12
	Total	6	5	6	6	4	27	6	4	6	6	3	25
13	My Classmate	3	2	2	2	2	11	2	2	2	2	2	10
	My Exciting Moment	2	2	3	2	1	10	2	2	2	2	1	9

	Total	5	4	5	4	3	21	4	4	4	4	3	19
14	My Classmate	3	3	3	3	2	14	3	2	3	3	3	14
	My Exciting Moment	3	2	2	3	2	12	3	2	2	2	1	10
	Total	6	5	5	6	4	26	6	4	5	5	4	24
15	My Classmate	3	3	3	3	3	15	3	3	3	2	3	14
	My Exciting Moment	3	3	3	2	2	13	3	2	3	3	2	13
	Total	6	6	6	5	5	28	6	5	6	5	5	27
16	My Classmate	2	2	2	2	2	10	2	2	1	2	2	9
	My Exciting Moment	2	1	2	2	1	8	2	1	2	1	1	7
	Total	4	3	4	4	3	18	4	3	3	3	3	16
17	My Classmate	3	2	3	3	3	14	3	2	3	2	3	13
	My Exciting Moment	2	2	2	2	1	9	3	2	2	2	1	10
	Total	5	4	5	5	4	23	6	4	5	4	4	23
18	My Classmate	3	2	2	2	3	12	3	2	2	2	2	11
	My Exciting Moment	1	2	2	2	1	8	1	2	2	2	1	8
	Total	4	4	4	4	4	20	4	4	4	4	3	19
19	My Classmate	3	2	3	2	2	12	3	2	2	3	2	12
	My Exciting Moment	3	2	2	2	1	10	3	2	2	2	1	10
	Total	6	4	5	4	3	22	6	4	4	5	3	22
20	My Classmate	3	2	2	2	2	11	3	2	2	2	2	11
	My Exciting Moment	3	2	2	2	1	10	2	1	2	2	1	8
	Total	6	4	4	4	3	21	5	3	4	4	3	19
21	My Classmate	3	2	3	2	2	12	3	3	3	3	3	15
	My Exciting Moment	3	2	3	3	1	12	2	2	3	2	1	10
	Total	6	4	6	5	3	24	5	5	6	5	4	25
22	My Classmate	3	2	3	2	3	13	3	2	3	2	3	13
	My Exciting Moment	3	2	2	1	2	10	3	2	2	2	1	10
	Total	6	4	5	3	5	23	6	4	5	4	4	23
23	My Classmate	3	2	3	3	2	13	3	2	2	2	2	11
	My Exciting Moment	1	2	2	2	2	9	1	2	2	2	2	9
	Total	4	4	5	5	4	22	4	4	4	4	4	20
24	My Classmate	2	3	2	2	2	11	2	2	2	2	2	10
	My Exciting Moment	2	1	2	2	1	8	2	1	2	2	1	8
	Total	4	4	4	4	3	19	4	3	4	4	3	18
25	My Classmate	3	2	2	2	2	11	3	2	2	2	2	11
	My Exciting Moment	1	1	2	2	1	7	1	1	2	2	1	7
	Total	4	3	4	4	3	18	4	3	4	4	3	18
26	My Classmate	3	3	3	3	3	15	3	2	3	2	3	13
	My Exciting Moment	1	3	3	3	2	12	1	3	3	2	3	12
	Total	4	6	6	6	5	27	4	5	6	4	6	25
27	My Classmate	3	2	2	2	2	11	3	2	2	2	2	11

	My Exciting Moment	2	2	2	2	1	9	3	2	2	2	1	10
	Total	5	4	4	4	3	20	6	4	4	4	3	21
28	My Classmate	3	2	2	2	3	12	3	2	2	2	3	12
	My Exciting Moment	3	2	2	2	2	11	3	2	2	2	2	11
	Total	6	4	4	4	5	23	6	4	4	4	5	23
29	My Classmate	3	3	3	3	2	14	3	3	2	2	2	12
	My Exciting Moment	2	2	2	2	1	9	1	2	2	2	2	9
	Total	5	5	5	5	3	23	4	5	4	4	4	21
30	My Classmate	4	2	3	2	3	14	3	3	3	3	3	15
	My Exciting Moment	4	2	3	3	2	14	3	3	3	2	2	13
	Total	8	4	6	5	5	28	6	6	6	5	5	28

Mengetahui,
Guru Pembimbing



Prapti Sukartiningsih, S.Pd.
NIP. 196804201998022001

Pre-test of the Experimental Class

No	Item Number	Researcher					Total	Teacher					Total
		C	V	S	P	G		C	V	S	P	G	
1	My Classmate	4	3	2	2	3	14	3	3	2	2	3	13
	My Exciting Moment	3	3	2	3	1	12	3	3	3	2	1	12
	Total	7	6	4	5	4	26	6	6	5	4	4	25
2	My Classmate	4	3	3	2	3	15	3	3	3	3	3	15
	My Exciting Moment	3	4	3	2	2	14	3	3	4	2	1	13
	Total	7	7	6	4	5	29	6	6	7	5	4	28
3	My Classmate	3	3	3	2	3	14	3	3	3	2	2	13
	My Exciting Moment	3	3	3	2	2	13	3	4	3	2	1	13
	Total	6	6	6	4	5	27	6	7	6	4	3	26
4	My Classmate	3	3	3	2	3	14	3	3	3	2	3	14
	My Exciting Moment	3	3	3	2	2	13	3	3	3	1	1	11
	Total	6	6	6	4	5	27	6	6	6	3	4	25
5	My Classmate	3	3	3	2	3	14	3	3	3	3	2	14
	My Exciting Moment	3	3	3	3	2	14	3	3	3	3	1	13
	Total	6	6	6	5	5	28	6	6	6	6	3	27
6	My Classmate	4	4	3	4	3	18	3	4	3	3	3	16
	My Exciting Moment	4	4	3	3	2	16	3	3	3	3	3	15
	Total	8	8	6	7	5	34	6	7	6	6	6	31
7	My Classmate	2	2	2	2	1	9	2	2	2	1	1	8
	My Exciting Moment	2	2	2	2	1	9	2	2	2	1	1	8
	Total	4	4	4	4	2	18	4	4	4	2	2	16
8	My Classmate	3	2	2	2	2	11	3	3	2	2	2	12
	My Exciting Moment	3	2	2	2	1	10	3	3	2	2	1	11
	Total	6	4	4	4	3	21	6	6	4	4	3	23
9	My Classmate	3	3	3	3	2	14	3	3	3	3	2	14
	My Exciting Moment	3	3	3	3	2	14	3	3	2	2	2	12
	Total	6	6	6	6	4	28	6	6	5	5	4	26
10	My Classmate	3	3	3	2	3	14	3	3	3	3	2	14
	My Exciting Moment	3	3	3	3	2	14	3	3	3	3	2	14
	Total	6	6	6	5	5	28	6	6	6	6	4	28
11	My Classmate	3	3	3	2	2	13	3	3	3	3	2	14
	My Exciting Moment	3	3	3	3	2	14	3	3	3	3	1	13
	Total	6	6	6	5	4	27	6	6	6	6	3	27
12	My Classmate	4	4	3	3	3	17	4	3	4	3	4	18
	My Exciting Moment	4	4	3	4	3	18	3	3	3	3	3	15
	Total	8	8	6	7	6	35	7	6	7	6	7	33
13	My Classmate	2	2	2	2	2	10	2	2	2	2	1	9
	My Exciting Moment	2	2	2	2	1	9	2	2	2	1	1	8

	Total	4	4	4	4	3	19	4	4	4	3	2	17
14	My Classmate	3	3	3	2	2	13	3	3	3	2	2	13
	My Exciting Moment	3	3	3	2	2	13	3	2	3	2	1	11
	Total	6	6	6	4	4	26	6	5	6	4	3	24
15	My Classmate	3	3	3	3	2	14	3	3	3	3	2	14
	My Exciting Moment	3	2	3	2	2	12	3	2	3	2	2	12
	Total	6	5	6	5	4	26	6	5	6	5	4	26
16	My Classmate	3	3	3	2	2	13	3	2	3	2	2	12
	My Exciting Moment	3	3	3	2	2	13	3	2	3	2	2	12
	Total	6	6	6	4	4	26	6	4	6	4	4	24
17	My Classmate	3	3	3	3	2	14	3	3	3	3	3	15
	My Exciting Moment	3	3	3	3	2	14	3	3	3	3	2	14
	Total	6	6	6	6	4	28	6	6	6	6	5	29
18	My Classmate	3	3	3	3	2	14	3	2	3	2	2	12
	My Exciting Moment	3	2	3	2	2	12	3	2	3	2	2	12
	Total	6	5	6	5	4	26	6	4	6	4	4	24
19	My Classmate	3	3	3	2	3	14	3	3	3	3	3	15
	My Exciting Moment	3	3	3	3	2	14	3	2	3	2	2	12
	Total	6	6	6	5	5	28	6	5	6	5	5	27
20	My Classmate	3	3	3	3	3	15	3	3	3	3	3	15
	My Exciting Moment	3	2	3	3	2	13	3	3	3	3	2	14
	Total	6	5	6	6	5	28	6	6	6	6	5	29
21	My Classmate	2	2	2	2	2	10	2	2	3	1	2	10
	My Exciting Moment	2	2	2	2	2	10	2	2	2	1	1	8
	Total	4	4	4	4	4	20	4	4	5	2	3	18
22	My Classmate	2	2	3	2	2	11	2	2	2	2	2	10
	My Exciting Moment	1	1	2	1	1	6	2	2	2	1	1	8
	Total	3	3	5	3	3	17	4	4	4	3	3	18
23	My Classmate	4	3	3	3	3	16	4	3	3	3	3	16
	My Exciting Moment	4	3	3	3	2	15	3	3	3	3	2	14
	Total	8	6	6	6	5	31	7	6	6	6	5	30
24	My Classmate	4	3	3	3	2	15	3	3	3	3	2	14
	My Exciting Moment	3	3	3	2	2	13	3	2	3	2	1	11
	Total	7	6	6	5	4	28	6	5	6	5	3	25
25	My Classmate	3	3	3	3	3	15	3	3	3	2	3	14
	My Exciting Moment	3	2	3	2	2	12	3	2	3	2	2	12
	Total	6	5	6	5	5	27	6	5	6	4	5	26
26	My Classmate	2	2	2	2	2	10	2	2	2	2	2	10
	My Exciting Moment	2	2	2	2	1	9	2	1	2	2	1	8
	Total	4	4	4	4	3	19	4	3	4	4	3	18
27	My Classmate	4	3	3	3	3	16	3	3	3	3	2	14

	My Exciting Moment	3	2	3	2	2	12	3	2	3	3	1	12
	Total	7	5	6	5	5	28	6	5	6	6	3	26
28	My Classmate	3	2	3	3	3	14	3	3	3	2	3	14
	My Exciting Moment	3	2	3	2	2	12	3	3	3	2	1	12
	Total	6	4	6	5	5	26	6	6	6	4	4	26
29	My Classmate	4	3	3	3	3	16	3	3	3	3	3	15
	My Exciting Moment	4	3	3	2	2	14	3	3	2	2	3	13
	Total	8	6	6	5	5	30	6	6	5	5	6	28
30	My Classmate	2	2	2	2	2	10	3	2	2	1	2	10
	My Exciting Moment	2	2	2	2	1	9	2	1	2	2	1	8
	Total	4	4	4	4	3	19	5	3	4	3	3	18

Mengetahui,
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Prapti Sukartiningsih, S.Pd.
NIP. 196804201998022001

Post-test of the Control Class

No	Item Number	Researcher					Total	Teacher					Total
		C	V	S	P	G		C	V	S	P	G	
1	My father/mother	3	3	3	3	3	15	3	3	3	3	3	15
	My special moment	3	3	3	3	2	14	3	3	3	2	2	13
	Total	6	6	6	6	5	29	6	6	6	5	5	28
2	My father/mother	4	3	4	3	3	17	4	3	3	3	3	16
	My special moment	3	3	3	4	3	16	4	4	4	4	3	19
	Total	7	6	7	7	6	33	8	7	7	7	6	35
3	My father/mother	4	4	4	4	3	19	4	4	4	4	3	19
	My special moment	4	4	3	3	3	17	4	4	4	4	3	19
	Total	8	8	7	7	6	36	8	8	8	8	6	38
4	My father/mother	4	3	3	3	3	16	4	3	3	3	3	16
	My special moment	3	3	3	3	3	15	3	3	3	3	2	14
	Total	7	6	6	6	6	31	7	6	6	6	5	30
5	My father/mother	4	3	4	4	3	18	4	3	4	4	3	18
	My special moment	3	4	4	2	2	15	4	4	4	3	2	17
	Total	7	7	8	6	5	33	8	7	8	7	5	35
6	My father/mother	3	4	4	4	3	18	4	4	4	4	3	19
	My special moment	4	4	3	3	3	17	4	4	4	3	3	18
	Total	7	8	7	7	6	35	8	8	8	7	6	37
7	My father/mother	4	3	3	3	2	15	4	3	4	3	2	16
	My special moment	4	3	3	3	2	15	3	3	3	3	2	14
	Total	8	6	6	6	4	30	7	6	7	6	4	30
8	My father/mother	4	3	3	3	2	15	4	3	3	3	3	16
	My special moment	4	3	3	4	2	16	4	3	3	3	3	16
	Total	8	6	6	7	4	31	8	6	6	6	6	32
9	My father/mother	4	3	4	3	2	16	4	3	4	3	3	17
	My special moment	3	3	3	3	3	15	3	3	3	3	3	15
	Total	7	6	7	6	5	31	7	6	7	6	6	32
10	My father/mother	4	3	3	4	3	17	4	3	3	4	3	17
	My special moment	4	3	3	3	3	16	4	3	3	4	3	17
	Total	8	6	6	7	6	33	8	6	6	8	6	34
11	My father/mother	4	4	3	4	4	19	4	4	4	3	4	19
	My special moment	4	4	3	4	3	18	4	3	4	3	3	17
	Total	8	8	6	8	7	37	8	7	8	6	7	36
12	My father/mother	4	4	4	4	3	19	4	4	4	4	4	20
	My special moment	4	4	4	3	3	18	4	4	4	4	3	19
	Total	8	8	8	7	6	37	8	8	8	8	7	39
13	My father/mother	4	4	4	3	2	17	4	4	4	4	2	18
	My special moment	4	4	3	3	2	16	4	4	4	3	2	17

	Total	8	8	7	6	4	33	8	8	8	7	4	35
14	My father/mother	4	4	4	3	3	18	4	3	3	3	3	16
	My special moment	3	3	3	3	2	14	4	3	3	3	2	15
	Total	7	7	7	6	5	32	8	6	6	6	5	31
15	My father/mother	4	4	3	3	3	17	4	4	4	3	3	18
	My special moment	4	3	3	2	3	15	4	3	4	2	3	16
	Total	8	7	6	5	6	32	8	7	8	5	6	34
16	My father/mother	4	4	3	4	3	18	4	4	4	4	3	19
	My special moment	4	4	3	3	2	16	4	4	3	4	2	17
	Total	8	8	6	7	5	34	8	8	7	8	5	36
17	My father/mother	4	4	4	4	4	20	4	4	4	4	4	20
	My special moment	4	4	3	3	3	17	4	4	4	4	3	19
	Total	8	8	7	7	7	37	8	8	8	8	7	39
18	My father/mother	4	4	3	3	4	18	4	4	4	3	4	19
	My special moment	4	3	4	3	2	16	4	4	4	3	2	17
	Total	8	7	7	6	6	34	8	8	8	6	6	36
19	My father/mother	4	4	4	3	3	18	4	4	4	4	3	19
	My special moment	4	4	4	2	2	16	4	4	4	3	2	17
	Total	8	8	8	5	5	34	8	8	8	7	5	36
20	My father/mother	4	4	4	3	4	19	4	4	4	4	4	20
	My special moment	4	4	4	3	2	17	4	4	4	4	2	18
	Total	8	8	8	6	6	36	8	8	8	8	6	38
21	My father/mother	4	3	3	3	3	16	4	3	3	4	3	17
	My special moment	4	3	3	3	1	14	4	3	4	3	1	15
	Total	8	6	6	6	4	30	8	6	7	7	4	32
22	My father/mother	4	3	3	2	3	15	4	3	3	3	3	16
	My special moment	4	3	3	2	2	14	4	3	3	3	2	15
	Total	8	6	6	4	5	29	8	6	6	6	5	31
23	My father/mother	4	4	4	3	4	19	4	4	4	4	4	20
	My special moment	4	4	3	4	2	17	4	4	4	4	2	18
	Total	8	8	7	7	6	36	8	8	8	8	6	38
24	My father/mother	4	4	2	3	2	15	4	4	4	3	2	17
	My special moment	4	4	3	2	2	15	4	4	4	2	2	16
	Total	8	8	5	5	4	30	8	8	8	5	4	33
25	My father/mother	4	4	4	4	3	19	4	4	4	3	4	19
	My special moment	4	4	3	3	2	16	4	4	4	3	3	18
	Total	8	8	7	7	5	35	8	8	8	6	7	37
26	My father/mother	4	3	4	3	3	17	4	3	3	3	3	16
	My special moment	4	4	3	3	3	17	4	3	3	3	3	16
	Total	8	7	7	6	6	34	8	6	6	6	6	32
27	My father/mother	4	4	4	3	3	18	4	4	4	4	3	19

	My special moment	4	4	2	3	3	16	4	4	4	3	2	17
	Total	8	8	6	6	6	34	8	8	8	7	5	36
28	My father/mother	4	3	3	3	3	16	4	4	4	3	3	18
	My special moment	4	4	3	3	2	16	4	4	3	3	2	16
	Total	8	7	6	6	5	32	8	8	7	6	5	34
29	My father/mother	4	4	4	4	3	19	4	4	4	4	3	19
	My special moment	4	4	3	3	3	17	4	4	4	4	3	19
	Total	8	8	7	7	6	36	8	8	8	8	6	38
30	My father/mother	4	4	4	4	3	19	4	4	4	4	3	19
	My special moment	4	4	3	3	2	16	4	4	4	4	2	18
	Total	8	8	7	7	5	35	8	8	8	8	5	37

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Prapti Sukartiningsih, S.Pd.
NIP. 196804201998022001

Post-test of the Experimental Class

No	Item Number	Researcher					Total	Teacher					Total
		C	V	S	P	G		C	V	S	P	G	
1	My father/mother	4	4	3	3	3	17	4	4	3	3	3	17
	My special moment	3	4	3	3	2	15	4	4	3	3	2	16
	Total	7	8	6	6	5	32	8	8	6	6	5	33
2	My father/mother	4	4	3	3	3	17	4	3	3	4	3	17
	My special moment	4	3	4	3	2	16	4	3	3	3	3	16
	Total	8	7	7	6	5	33	8	6	6	7	6	33
3	My father/mother	4	3	3	2	3	15	4	3	3	3	3	16
	My special moment	4	3	3	3	4	17	4	4	4	3	3	18
	Total	8	6	6	5	7	32	8	7	7	6	6	34
4	My father/mother	4	4	3	3	2	16	4	4	4	3	2	17
	My special moment	4	4	3	3	3	17	4	4	4	3	3	18
	Total	8	8	6	6	5	33	8	8	8	6	5	35
5	My father/mother	3	3	3	3	3	15	3	3	3	3	3	15
	My special moment	3	3	3	3	3	15	3	2	3	3	2	13
	Total	6	6	6	6	6	30	6	5	6	6	5	28
6	My father/mother	4	4	4	3	4	19	4	4	4	3	4	19
	My special moment	4	3	3	3	3	16	3	3	3	4	3	16
	Total	8	7	7	6	7	35	7	7	7	7	7	35
7	My father/mother	4	4	4	2	2	16	4	4	3	3	3	17
	My special moment	3	3	4	1	2	13	4	3	3	2	2	14
	Total	7	7	8	3	4	29	8	7	6	5	5	31
8	My father/mother	4	4	4	3	3	18	4	4	4	3	3	18
	My special moment	3	4	3	2	2	14	3	4	4	3	2	16
	Total	7	8	7	5	5	32	7	8	8	6	5	34
9	My father/mother	4	3	3	4	2	16	4	3	4	4	2	17
	My special moment	3	4	3	3	2	15	4	3	4	3	2	16
	Total	7	7	6	7	4	31	8	6	8	7	4	33
10	My father/mother	4	3	4	4	3	18	4	3	4	3	3	17
	My special moment	4	3	3	4	2	16	4	3	3	3	2	15
	Total	8	6	7	8	5	34	8	6	7	6	5	32
11	My father/mother	4	3	4	3	3	17	4	4	4	4	3	19
	My special moment	4	3	3	3	3	16	4	3	3	3	2	15
	Total	8	6	7	6	6	33	8	7	7	7	5	34
12	My father/mother	4	3	3	3	4	17	4	3	3	3	3	16
	My special moment	4	3	3	3	3	16	4	3	3	3	3	16
	Total	8	6	6	6	7	33	8	6	6	6	6	32
13	My father/mother	4	2	3	3	3	15	4	3	3	3	4	17
	My special moment	3	3	3	3	3	15	4	3	3	3	2	15

	Total	7	5	6	6	6	30	8	6	6	6	6	32
14	My father/mother	4	3	3	3	3	16	4	3	3	3	3	16
	My special moment	3	3	3	2	3	14	3	3	3	3	3	15
	Total	7	6	6	5	6	30	7	6	6	6	6	31
15	My father/mother	4	4	3	3	3	17	4	4	3	3	3	17
	My special moment	4	3	3	3	2	15	4	3	3	3	3	16
	Total	8	7	6	6	5	32	8	7	6	6	6	33
16	My father/mother	4	3	4	3	3	17	4	4	3	3	3	17
	My special moment	4	4	3	3	2	16	4	3	3	3	2	15
	Total	8	7	7	6	5	33	8	7	6	6	5	32
17	My father/mother	4	3	4	4	3	18	4	3	3	3	3	16
	My special moment	3	3	3	3	2	14	3	3	3	3	2	14
	Total	7	6	7	7	5	32	7	6	6	6	5	30
18	My father/mother	3	3	4	4	3	17	3	3	4	4	4	18
	My special moment	4	3	4	3	3	17	3	3	3	3	4	16
	Total	7	6	8	7	6	34	6	6	7	7	8	34
19	My father/mother	2	4	4	3	4	17	3	3	3	3	3	15
	My special moment	4	3	3	3	3	16	4	3	3	3	3	16
	Total	6	7	7	6	7	33	7	6	6	6	6	31
20	My father/mother	4	4	3	4	3	18	4	3	3	3	3	16
	My special moment	4	3	4	3	2	16	4	3	3	4	2	16
	Total	8	7	7	7	5	34	8	6	6	7	5	32
21	My father/mother	4	4	4	4	3	19	4	4	4	3	3	18
	My special moment	4	3	3	2	2	14	4	3	4	3	3	17
	Total	8	7	7	6	5	33	8	7	8	6	6	35
22	My father/mother	4	3	4	2	3	16	4	3	4	3	3	17
	My special moment	3	3	3	2	2	13	3	3	3	3	2	14
	Total	7	6	7	4	5	29	7	6	7	6	5	31
23	My father/mother	4	3	4	4	3	18	4	3	3	4	3	17
	My special moment	4	3	3	4	3	17	4	4	3	4	3	18
	Total	8	6	7	8	6	35	8	7	6	8	6	35
24	My father/mother	3	3	3	3	3	15	3	3	3	3	3	15
	My special moment	3	3	3	3	3	15	3	3	3	3	2	14
	Total	6	6	6	6	6	30	6	6	6	6	5	29
25	My father/mother	4	4	4	3	3	18	4	3	4	3	3	17
	My special moment	4	3	3	3	4	17	4	3	3	3	3	16
	Total	8	7	7	6	7	35	8	6	7	6	6	33
26	My father/mother	4	2	3	3	3	15	4	2	3	3	3	15
	My special moment	4	3	3	2	2	14	4	3	3	3	2	15
	Total	8	5	6	5	5	29	8	5	6	6	5	30
27	My father/mother	4	3	3	3	3	16	4	3	3	3	3	16

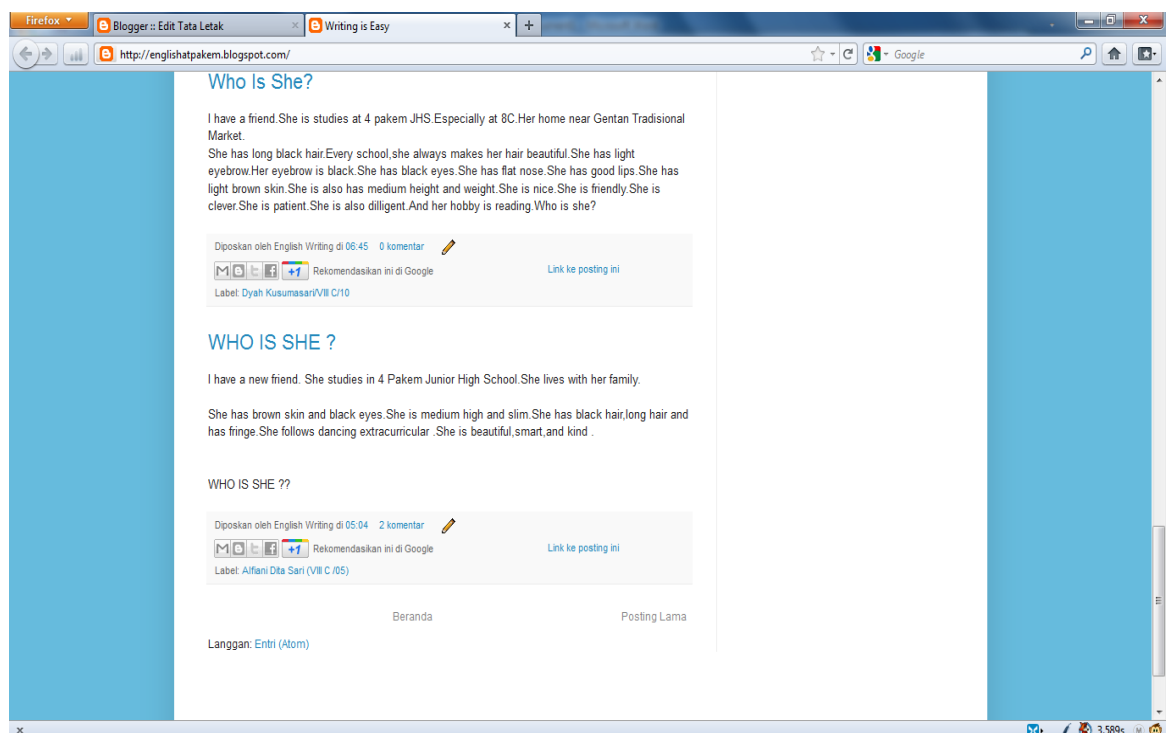
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	Total	8	6	6	6	6	32	8	6	6	6	5	31
28	My father/mother	3	3	3	3	3	15	4	3	3	3	3	16
	My special moment	3	3	3	3	2	14	3	2	3	3	2	13
	Total	6	6	6	6	5	29	7	5	6	6	5	29
29	My father/mother	4	3	4	4	3	18	4	3	4	3	3	17
	My special moment	4	3	3	3	2	15	4	3	3	3	2	15
	Total	8	6	7	7	5	33	8	6	7	6	5	32
30	My father/mother	4	4	3	4	3	18	4	3	4	3	3	17
	My special moment	4	3	3	3	3	16	4	3	3	3	3	16
	Total	8	7	6	7	6	34	8	6	7	6	6	33

Mengetahui,
Guru Pembimbing

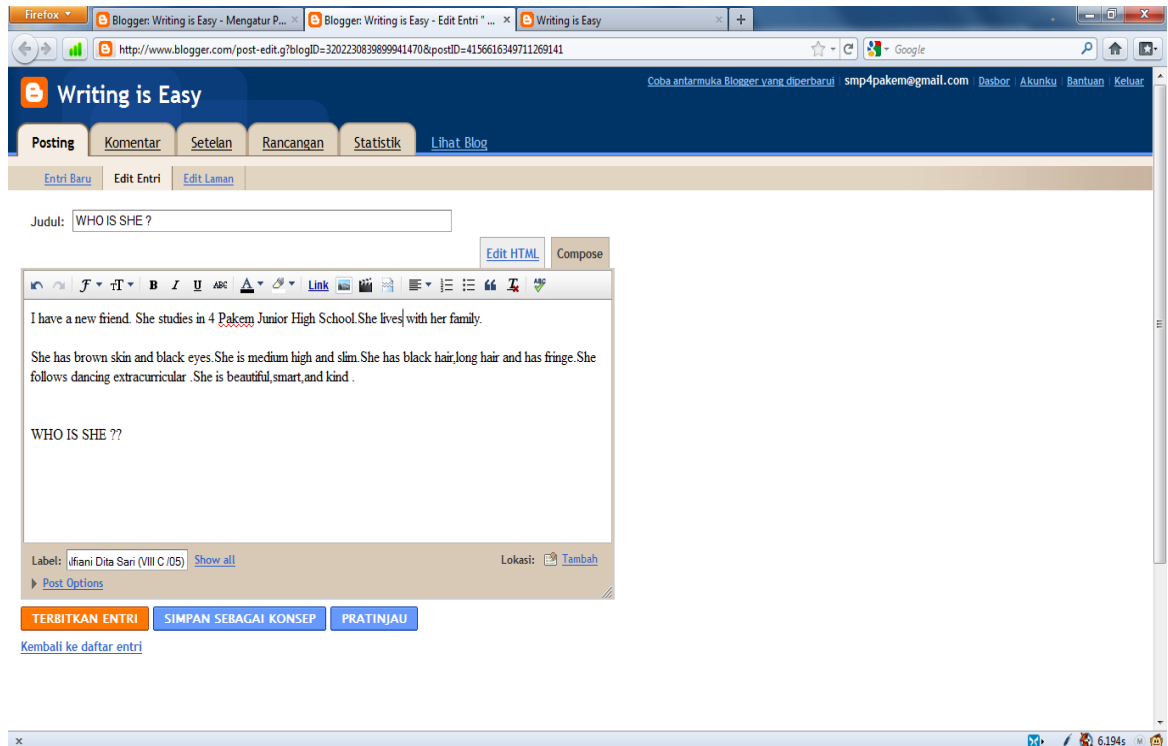


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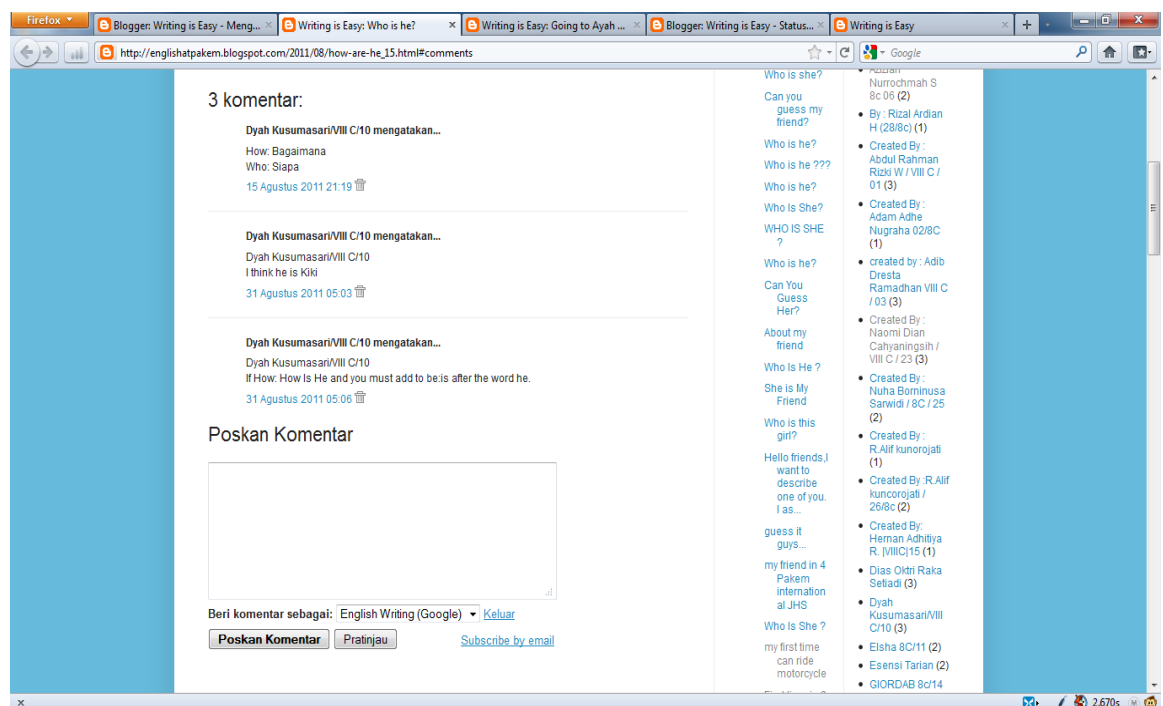
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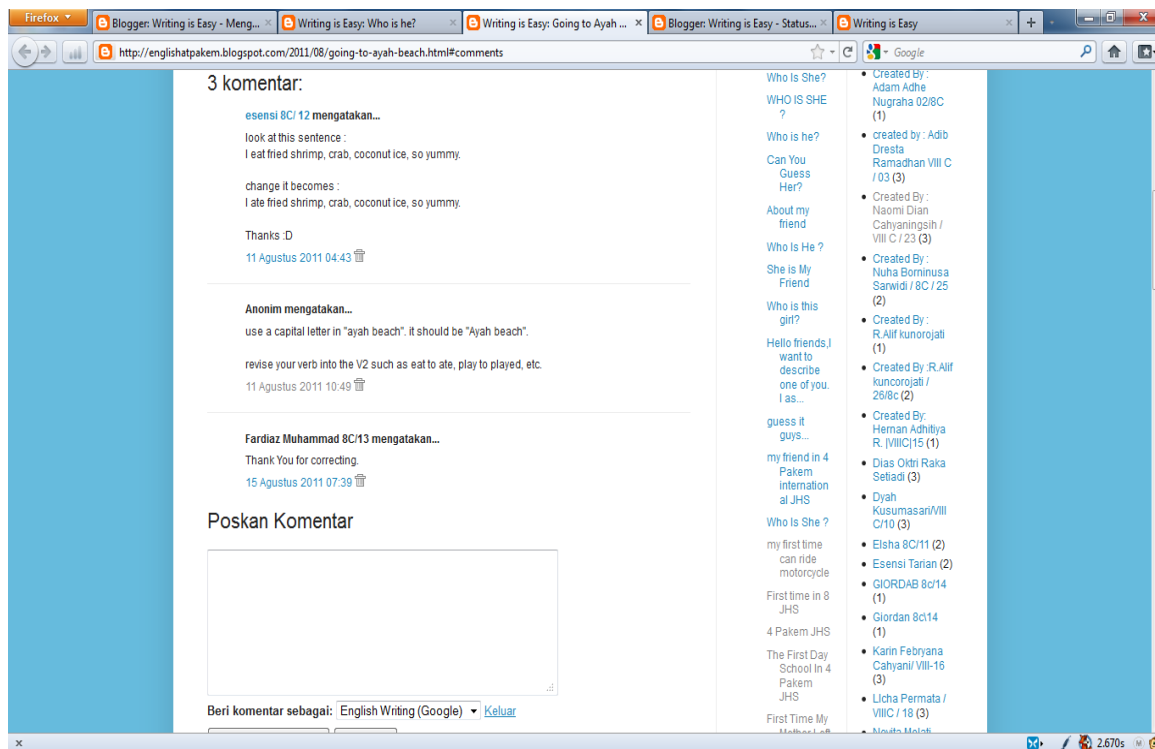


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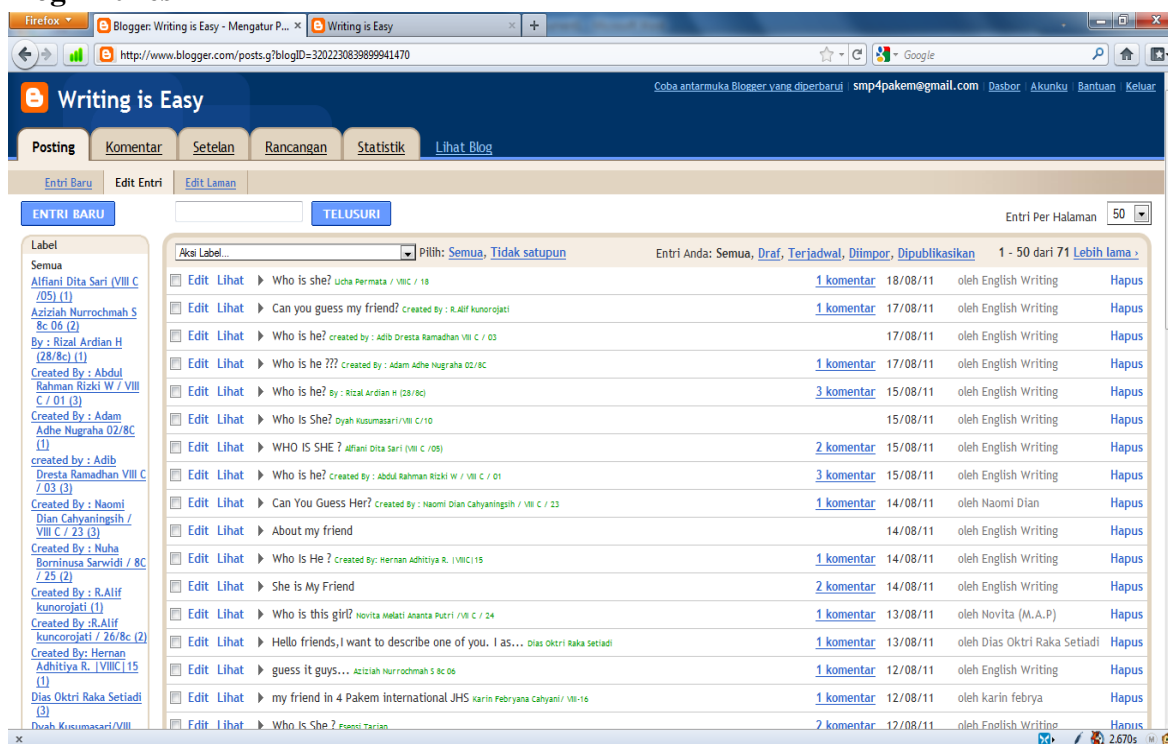


Comment Pages

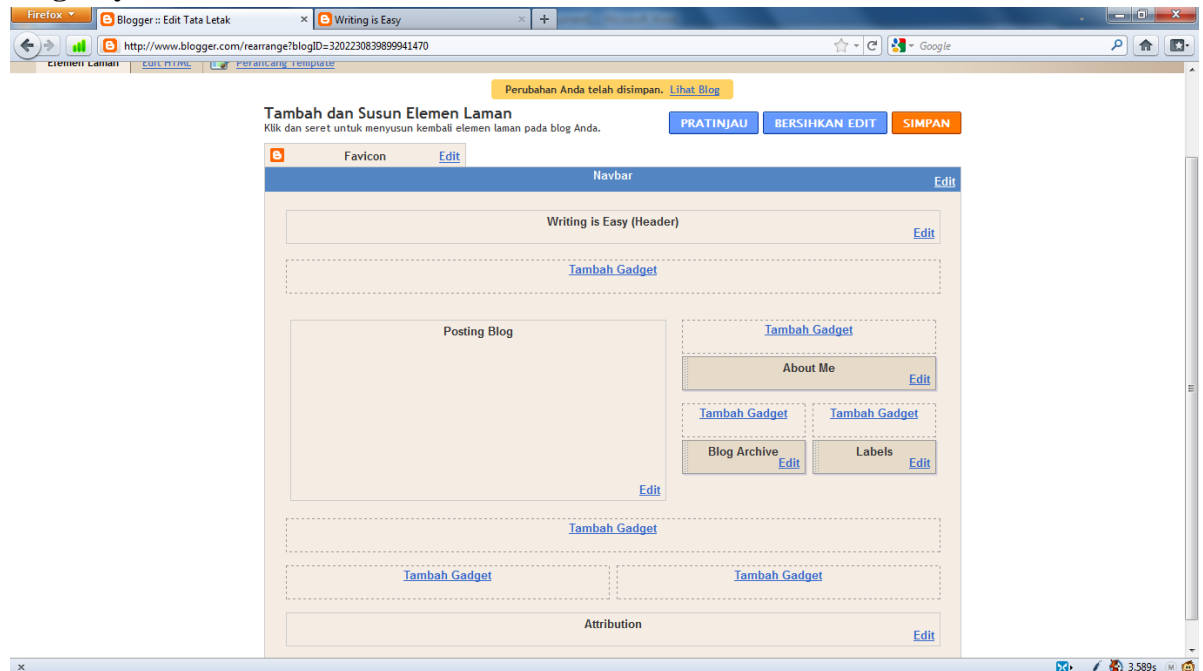




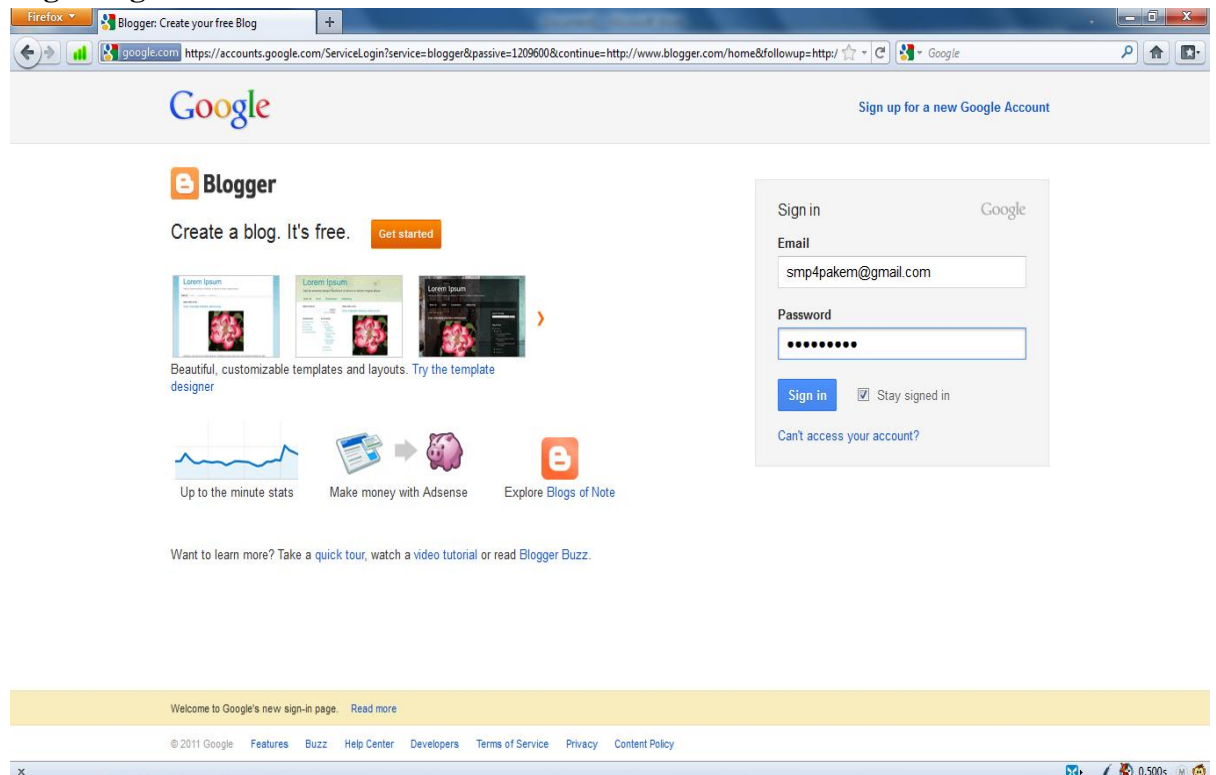
Blog Entries



Blog Layout



Login Page



**ATTENDANCE LIST OF 8C (AUGUST 2011)
ACADEMIC YEAR 2011/2012**

NO	NAMA	4	5	9	11	12	16	18	19
1	ABDUL RAHMAN RIZKI WIJAYA	V	V	V	V	V	V	V	V
2	ADAM ADHE NUGRAHA	V	V	V	V	V	V	V	V
3	ADIB DRESTA RAMADHAN	V	V	V	V	V	V	V	V
4	ALEXANDER IBNU SETIADI	V	V	V	V	V	V	V	V
5	ALFIANI DITASARI DWI WIJAYA	V	V	V	V	V	V	V	V
6	AZIZIAH NURROCHMAH SYATHIBI	V	V	V	V	V	V	V	V
7	BAGASKARA PUTRA NUGRAHA	V	V	V	V	V	V	V	V
8	BOMA ANGGER DWICAHYO	V	V	V	V	V	V	V	V
9	DIAS OKTRI RAKA SETIADI	V	V	V	V	V	V	V	V
10	DYAH KUSUMASARI	V	V	V	V	V	V	V	V
11	ELSHA AVIANA PUTRI	V	V	V	V	V	V	V	V
12	ESENSI TARIAN GEOMETRI	V	V	V	V	V	V	V	V
13	FARDIAZ MUHAMMAD	V	V	V	V	V	V	V	V
14	GIORDAN IBRAHIM AMARUSSO	V	V	V	V	V	V	V	V
15	HERNAN ADHITIYA RUSHADI	V	V	V	V	V	V	V	V
16	KARIN FEBRYANA CAHYANI	V	V	V	V	V	V	V	V
17	KARTIKA NURMALITA SARI	V	V	V	V	V	V	V	V
18	LICHA PERMATA SARI	V	V	V	V	V	V	V	V
19	LULUK AMIROTHUL MUNAWAROH	V	V	V	V	V	V	V	V
20	MAURI FELISSA YULIANI	V	V	V	V	V	V	V	V
21	MUHAMMAD IVANSYAH	V	V	V	V	V	V	V	V
22	MUHAMMAD MAHARDIAN FATKHUL MUNIR	V	V	V	V	V	V	V	V
23	NAOMI DIAN CAHYANINGSIH	V	V	V	V	V	V	V	V
24	NOVITA MELATI ANANTA PUTRI	V	V	V	V	V	V	V	V
25	NUHA BORNINUSA SARWIDI	V	V	V	V	V	V	V	V
26	R. ALIF KUNCOROJATI	V	V	V	V	V	V	V	V
27	RAHMA WAHYU AJINING TYAS	V	V	V	V	V	V	V	V
28	RIZAL ARDIAN HANAFAI	V	V	V	V	V	V	V	V
29	YANED PRADNYAPRAMITA	V	V	V	V	V	V	V	V
30	ZUFAR HILMY PRATYAKSA	V	V	V	V	V	V	V	V

Mengetahui,
Guru Pembimbing

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ATTENDANCE LIST OF 8C (CLASS BLOG DISCUSSION)
ACADEMIC YEAR 2011/2012

NO	NAMA	5	9	11	12	16	18
1	ABDUL RAHMAN RIZKI WIJAYA	V	V	V	-	-	V
2	ADAM ADHE NUGRAHA	-	V	V	V	V	V
3	ADIB DRESTA RAMADHAN	-	V	V	V	V	V
4	ALEXANDER IBNU SETIADI	V	V	V	V	V	V
5	ALFIANI DITASARI DWI WIJAYA	V	V	V	V	V	V
6	AZIZIAH NURROCHMAH SYATHIBI	V	V	V	-	V	V
7	BAGASKARA PUTRA NUGRAHA	V	-	V	V	V	V
8	BOMA ANGGER DWICAHYO	V	V	-	V	V	V
9	DIAS OKTRI RAKA SETIADI	V	V	V	V	V	V
10	DYAH KUSUMASARI	V	V	V	V	V	V
11	ELSHA AVIANA PUTRI	-	V	V	V	V	V
12	ESENSI TARIAN GEOMETRI	V	V	V	V	V	V
13	FARDIAZ MUHAMMAD	-	V	V	V	V	V
14	GIORDAN IBRAHIM AMARUSSO	V	V	V	-	V	V
15	HERNAN ADHITIYA RUSHADI	-	V	V	-	V	V
16	KARIN FEBRYANA CAHYANI	V	V	V	-	V	V
17	KARTIKA NURMALITA SARI	V	V	V	V	V	V
18	LICHA PERMATA SARI	V	V	V	V	V	V
19	LULUK AMIROTHUL MUNAWAROH	V	V	V	V	V	V
20	MAURI FELISSA YULIANI	V	V	-	V	V	V
21	MUHAMMAD IVANSYAH	V	V	V	V	V	V
22	MUHAMMAD MAHARDIAN FATKHUL MUNIR	V	V	V	V	V	V
23	NAOMI DIAN CAHYANINGSIH	V	V	-	V	V	V
24	NOVITA MELATI ANANTA PUTRI	V	V	V	-	V	V
25	NUHA BORNINUSA SARWIDI	V	V	V	V	V	V
26	R. ALIF KUNCOROJATI	-	V	V	V	V	V
27	RAHMA WAHYU AJINING TYAS	V	V	V	V	V	V
28	RIZAL ARDIAN HANAFAI	-	V	V	V	V	V
29	YANED PRADNYAPRAMITA	V	V	-	V	V	V
30	ZUFAR HILMY PRATYAKSA	V	-	V	V	V	V

Mengetahui,
Guru Pembimbing

Prapti Sukartiningsih, S.Pd.
NIP. 196804201998022001



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)

Alamat : Jl. Parasamya No. 1 Beran, Tridadi, Sleman 55511
Telp. & Fax. (0274) 868800 e-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 07.0 / Bappeda / 2229 / 2011

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

- Dasar : Keputusan Bupati Sleman Nomor: 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan dan Penelitian.
- Menunjuk : Surat dari an. Dekan, Pembantu Dekan I Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta Nomor: 1554/H.34.12/PP/VI/2011 Tanggal: 01 Agustus 2011 Hal: Permohonan Izin Penelitian.

MENGIZINKAN :

Kepada :
Nama : **ABID ALIF MUDAFI**
No. Mhs/NIM/NIP/NIK : 07202244012
Program/Tingkat : S1
Instansi/Perguruan Tinggi : UNY
Alamat Instansi/Perguruan Tinggi : Karangmalang, Yogyakarta
Alamat Rumah : Klebengan Blok E-11, Caturtunggal, Depok, Sleman
No. Telp/HP : 085 227 222 166
Untuk : Mengadakan penelitian dengan judul:
"THE EFFECT OF USING CLASS BLOG ON GRADE VIII STUDENTS' WRITING SKILLS OF SMP NEGERI 4 PAKEM IN THE ACADEMIC YEAR OF 2011/2012"

Lokasi : Kab. Sleman
Waktu : Selama 3 (tiga) bulan mulai tanggal: 02 Agustus 2011 s.d 02 Nopember 2011.

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada pejabat pemerintah setempat (Camat/ Kepala Desa) atau kepala instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda
4. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/ non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di : Sleman
Pada Tanggal : 02 Agustus 2011

Tembusan Kepada Yth :

1. Bupati Sleman (sebagai laporan)
2. Ka. Badan Kesbanglinmas & PB Kab. Sleman
3. Ka. Dinas Pendidikan, Pemuda & OR Kab. Sleman
4. Ka. Bid. Sosbud Bappeda Kab. Sleman
5. Camat Kec. Pakem

